

# ***Finance Program of Study Resource Kit***

A project developed and produced by

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**Introduction to *Finance Program of Study***  
***Resource Kit***

Section 1

**Background of  
Finance  
Program of  
Study Resource  
Kit**

For almost 20 years, career-tech's buzzwords have focused on rigor, relevance, and relationships with the end goal being better prepared students who can compete in a global economy. Tech-prep, School-to-Work, and the States' Career Clusters Initiative have all focused on the provision of a rigorous curriculum that addresses skills and knowledge relevant to the workplace and identified through relationships with the business community, academic cohorts, and colleagues throughout the educational continuum. Career-tech educators have set demanding standards for their programs, requiring a solid education in English, mathematics, science, and technology paired with career-tech training that should eventually lead to successful employment in a technology-driven society.

For more than 30 years, *MBAResearch* staff has conducted secondary and primary research to determine specifically which skills and knowledge are relevant to the business community. In the latest round of research, secondary research incorporated analysis of the following types of materials: career literature for job titles and job descriptions (e.g., Occupational Outlook Handbook, O\*Net, and the Bureau of Labor Statistics); websites of major employers and national career sites to identify relevant job openings (e.g., Monster, Careers in Finance, Careers in Business, Career Builders, Salary Source); domestic and international association standards; course offerings, finance-major requirements, and syllabi for finance majors at two- and four-year colleges representing large and small institutions; certifications, content of certification examinations, research findings, best practices, and white papers of domestic and international professional organizations for finance; college, trade, and professional texts; and labor statistics from the Bureau of Labor Statistics for finance employment projections and salary information.

Primary research entailed communication with staff of the States' Career Cluster Initiative, human resources managers, state supervisors of career-technical education, and deans of business at postsecondary institutions. Data were collected in meetings with panels of top-level finance executives, in 42 validation panels with business representatives from each pathway, and with groups of secondary finance teachers. Electronic and mailed surveys were administered to collect input from a variety of stakeholders.

From the research efforts, *MBAResearch* staff determined that the four business-related clusters of Business Management and Administration, Finance, Hospitality and Tourism, and Marketing share a common core of curricular content. This common core, referred to as the Business Administration Core, includes knowledge and skill in such areas as Business Law, Communication Skills, Customer Relations, Economics, Emotional Intelligence, Entrepreneurship, Financial Analysis, Human Resources Management, Information Management, Marketing, Operations, Professional Development, and Strategic Management. These areas are depicted in Figure 1 on the next page. More than 500 industry-validation panel members analyzed the content of the Business Administration Core, determining which performance indicators applied to employees in their cluster (broad group of related careers that utilize a set of common knowledge and skills for career success) and pathways (sub-groupings of occupations that make up a cluster).



Figure 1: Schematic of the Business Administration Core for Business-related Clusters

Validation panel members also identified other content applicable to all pathways in their cluster. This content was designated as the Cluster Core. For the Finance Cluster, content was added to the customer relations, financial analysis, and professional development areas. New areas identified for the Finance Core include compliance, financial-information management, product/service management, and risk management. The Business Administration Core and new Finance Core areas are shown in Figure 2.



Figure 2: Schematic of Curriculum Framework for the Business Administration Core and Finance Core

Additional performance indicators were recognized as being specific, and in some cases unique, to a finance pathway. These performance indicators were assigned to the applicable pathways. The pathways for the Finance Cluster are described in Appendix A, and job opportunities for each finance pathway have also been provided. When performance indicators were identified as being applicable to a specific job within a pathway, the knowledge or skill was designated as Specialty content.

The relationship among the knowledge and skills in the Business Administration Core, Cluster Core, Pathways, and Specialties is depicted in Figure 3.

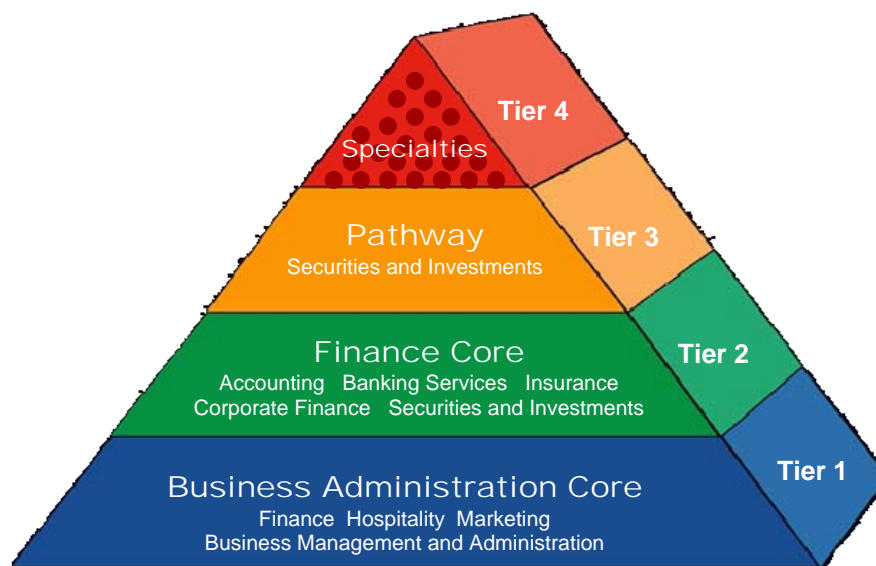


Figure 3: Schematic of Relationship Among Cores, Pathways, and Specialties

## Initial Deliverables

### Standards

A number of products resulted from the initial research efforts. The first product was the **standards, or knowledge and skills statements**, which encapsulate the overarching intent and/or purpose of a work function. These statements are broad based and are not measurable in and of themselves. The standards statements for the Business Administration Core and Finance Core are provided in Appendix B.

### Performance Elements

Each standard, or knowledge and skill statement, was further defined through a series of **performance elements**. These are broad-based work or cognitive performances that define the standard statement and that are further defined by a series of related performance indicators. They, too, are not measurable.

### Performance Indicators

The **performance indicators** are specific work-based actions—either knowledge or skills—that specify what a worker must know or be able to do to achieve the performance element. They are comparable to tasks or competencies and are measurable. Individual workers perform the specific knowledge or skill stated in the performance indicators, and the quality of the performance can be determined. They are not, however, steps in a process or classroom activities.

**Curriculum Planning Levels**

Each performance indicator was assigned to one of six curriculum-planning levels: prerequisite, career-sustaining, specialist, supervisor, manager, or owner. These levels represent a continuum of instruction ranging from simple to complex and can serve as building blocks for curriculum development in that students should know and be able to perform the skills and knowledge at one level before tackling more complex ones at the next level. These levels can also be used as the basis for developing an unduplicated sequence of instruction for articulation between high school and postsecondary finance courses. The six curriculum-planning levels are defined as:

**Prerequisite (PQ)** Content develops employability and job-survival skills and concepts, including work ethics, personal appearance, and general business behavior.

**Career-Sustaining (CS)** Content develops skills and knowledge needed for continued employment in or study of finance based on the application of basic academics and finance skills.

**Specialist (SP)** Content provides in-depth, solid understanding and skill development in all finance functions.

**Supervisor (SU)** Content provides the same in-depth, solid understanding and skill development in all finance functions as in the finance-specialist curriculum, and in addition, incorporates content that addresses the supervision of people.

**Manager (MN)** Content develops strategic decision-making skills in all finance functions needed to manage a business or department within an organization.

**Owner (ON)** Content develops strategic decision-making skills in all aspects of finance that are needed to own and operate a business.

**2008 Finance Standards**

The knowledge and skill statements, performance elements, and leveled performance indicators identified for the Business Administration Core, Finance Core, and Finance Pathways can be downloaded from <http://www.mark-ed.org/2.0/Joomla/images/PDFs/FinanceClusterReport9-17-2007.pdf>

**The Next Step: Use of the Finance Standards**

To aid with course development, the leveled performance indicators have been used to develop a Finance Program of Study Resource Kit that presents an unduplicated sequence of instruction beginning in the ninth grade and going through grade 14. Use of this program of study model enables students to complete a seamless curriculum without unnecessarily or unintentionally duplicating course content.

For the program of study model to become a reality, instruction must be a collaborative effort: foundational instructors working with career-tech instructors, secondary instructors working with postsecondary instructors, and instructors working with business partners to support and build upon each other's efforts. In this way, the quality of instruction that students receive can be augmented by a network of instructors at both educational levels and business partners interested in obtaining well-trained employees.

**Elements of the  
Program of  
Study Model**

Much of the program of study model's success will depend upon the use of resources and materials that heighten student interest, increase instructional efficiencies, and respond to the needs of business. By incorporating the use of technology into instructional delivery, instructors can generate student interest in the curriculum and provide hands-on opportunities for students to develop and hone their skills in a nonthreatening environment. Software tools should be utilized to aid in such areas as testing and grade tracking to increase classroom efficiency. Instructors should continuously update their curricula to incorporate the ever-changing skills and knowledge needed in finance and the technology used by finance professionals. In this way, students should be better prepared for the world of work, have a more realistic understanding of what is expected of them, and have hands-on opportunities in utilizing technology.

The Finance Program of Study presents a promising approach to educational planning and curriculum development—a far cry from "the way we've always done it." Thus, many educators may consider the program of study model the beginning of a transformation in education. Unfortunately, this transformation won't come easily. Educators will need to work together to overcome turf issues, an "us-versus-them" mind set, and their beliefs in outdated educational paradigms. They need to learn how to build business partnerships, develop viable school-to-work initiatives, prepare alternative forms of assessment, update curriculum, articulate courses, and integrate curriculum. Therefore, all instructors will need to participate in professional-development activities to enable students to attain the high standards expected in the business world.

The following components make up the program of study model:

- **Introduction**

The introductory section provides background information about the research activities on which the finance model is based.

- **Grid depicting the sequence of foundational and career courses for students to take in grades 9-14**

Some of the courses identified in the grid are categorized as foundational because they are the supporting courses whose content should be mastered for the career courses to have relevance for student learning. Many of these courses are considered requirements for graduation from high schools and for entrance into postsecondary institutions. In addition, they contribute to the development of well-educated citizens. With the underpinnings provided by the foundational courses, students should be able to succeed and advance in the dynamic area of finance. The career courses begin at the ninth grade with general core courses and continue through grade 14, becoming a greater portion of the overall curriculum and increasing in complexity and specificity.

- **Grade overviews**

The career courses for each grade level are introduced in grade overviews along with recommendations for alternative assessment, CTSP involvement, experiential learning, and business community involvement.

- **Career courses**

For each career course, a course description, course sequence, and performance indicators are provided.



- **Listing of finance-related professional associations/organizations**  
Both domestic and international finance organizations are referenced in Appendix C for professional-development opportunities and for keeping the finance curriculum up to date.
- **Listing of finance-related certifications**  
Numerous finance-related professional certifications are listed in Appendix D. The finance association or organization offering each certification is also identified.
- **Job opportunities for which students should be prepared**  
Finance careers often require a baccalaureate degree; however, some finance positions can be obtained with a high-school diploma or associate's degree. Finance opportunities that can be obtained at multiple educational exit points are cited in Appendix E.
- **Listing of articulated courses**  
Some of the high-school technical courses can be articulated for postsecondary course credit. Crosswalks of high-school career course performance indicators and sample postsecondary course objectives are provided in Appendix F for use in articulation agreements.
- **Academic integration**  
Performance indicators requiring the application of Language Arts principles, Mathematics principles, and Social Science principles are listed in Appendices G, H, and I. This information can be used to coordinate the content of foundational and career courses.
- **Guidance Counseling Guide**  
To inform guidance counselors about the finance program of study, a guidance counseling guide is furnished in Appendix J. The guide contains a grid depicting the sequence of foundational and career courses for finance students to take in grades 9-14, a description of each finance pathway, and finance career opportunities at multiple educational exit points. This full-color, stand-alone guide is intended to be removed from the *Finance Program of Study Resource Kit* and shared with secondary school guidance counselors.
- **Student Brochures**  
To generate student interest in the finance program, full-color, multi-page student brochures are provided in Appendix K. The Student Brochure includes the same information that appears in the Guidance Counseling Guide—a finance program of study grid, descriptions of the finance pathways, and finance career opportunities at multiple educational exit points—as well as a wealth of additional information of specific interest to prospective students. This information includes high school career course descriptions, CTSO information, salary information for various finance positions, and descriptions of spotlighted finance careers. The informative Student Brochure can also be shared with parents, business leaders, and other individuals who show an interest in the finance program of study.
- **Promotional Flyers for High School Career Course**  
A promotional flyer for each high school career course can be found in Appendix L. The five promotional flyers contain eye-catching graphics, course descriptions, and CTSO information for *Leadership*, *Personal Finance*, *Business and Marketing Essentials*, *Introduction to Finance*, and *Introduction to Accounting*. These flyers can be shared with students, guidance counselors, and other individuals involved in course registration.

**Frequently  
Asked  
Questions**

- **Program of Study Posters**

Two finance program of study posters are provided in Appendix M. These 11X17 full-color posters can be displayed in the classroom, the guidance counselor's office, or any other suitable location where students gather. Each poster serves as a great promotional tool for the finance program of study.

**How Well Will Students Be Prepared?**

The performance indicators are to be addressed over a six-year period in the recommended sequence. The overlap of content often found in business and finance courses has been eliminated so that each course builds on, but does not duplicate, other courses. This indicates that mastery of course content should be required since student success will depend on knowledge acquired in previous courses. Therefore, by the end of the twelfth grade, students should have mastered all core business administration and finance performance indicators through the career-sustaining level and some at the specialist level. At the postsecondary level, students are expected to focus on specialist-, supervisory-, managerial-, and ownership-level performance indicators from the business administration core, the finance core, and multiple finance pathways.

**What Is the Model's Approach to the Finance Pathways?**

The *Finance Program of Study Resource Kit* does not limit itself to any one of the finance pathways. Instead, it takes a more holistic approach to the finance cluster. Upon completion of all six grades of career coursework, students will have a broad foundation in business administration as well as a concentration in finance. Such a base of knowledge and skills is essential for further study in any finance pathway. In addition, students explore and develop a fundamental understanding of all finance pathways. Such exploration gives students the opportunity to determine where their interests lie. More advanced study in business administration, finance, and a finance pathway can be pursued at a four-year institution.

**Can the Model Be Modified?**

Of course it can. Career-tech programs should be based on local needs. What works for career-tech in New York City might be inappropriate for career-tech in Laramie, Wyoming. Local and state education requirements vary; therefore, the model will need to be modified to meet those requirements. **However**, the ramifications associated with proposed changes should be carefully examined.

Changes to course titles should have little impact on the model's success. The titles were developed to convey the intent of the courses. Likewise, as the content of some courses is addressed at earlier grade levels, the model should be sufficiently flexible so that new, additional, more advanced courses or performance indicators can be added to the finance curriculum.

**Premises  
of the  
Curriculum**

On the other hand, changes to course sequences and omission of performance indicators can affect the model's effectiveness. The finance program of study model consists of courses that have been sequenced in a logical, recommended order of instruction. At the lower grade levels, courses are general in nature and appropriate for students in business and marketing program areas. As students progress through the grade levels, they encounter a curriculum that is designed to increase in complexity, become more specific to finance, and increase involvement with the business community.

Likewise, each course is composed of performance indicators that have been carefully identified, industry validated, and purposefully included in specific courses. At each grade level, performance indicators serve as building blocks for performance indicators that students will encounter at higher grade levels. Random changes made to course sequence and content may unintentionally affect student understanding of finance.

**What Textbook Will I Use?**

No one text currently does the total job for each course. Often, texts present an overview of many finance principles without addressing the "how-to's." Instructors are responsible for teaching performance indicators--not chapters 1-20 from a text without regard to the learning outcomes that are presented. They need to select resources that provide the information needed to achieve the performance indicator. For example, if a student is supposed to be able to demonstrate how to close a sale, the student should be given a resource that presents the steps for closing a sale. A resource that defines sales close, explains its importance, and identifies closing techniques has not gone far enough to enable the student to close the sale. Therefore, instructors will need to access multiple resources to support the curriculum adequately.

The finance curriculum should:

- Encourage students to think critically about the business world
- Stress the integration of and articulation with academics such as language arts, mathematics, and social studies
- Provide a foundation to support advanced study in finance
- Enable students to acquire broad understandings of and skills in finance
- Enable students to understand and use technology to perform classroom activities
- Stress the importance of interpersonal skills in diverse societies
- Foster a realistic understanding of the business environment in which finance activities are performed
- Foster an understanding and appreciation of business ethics
- Utilize a variety of types of interactions with the business community

# **Finance Program of Study Grid**

## **Section 2**

Insert Grid

# **Career Courses**

## Section 3

**Career Courses:  
Grade 9**

The ninth-grade career courses are comprised of two one-semester courses: *Leadership* and *Personal Finance*. All students pursuing a career in Business Management and Administration, Entrepreneurship, Finance, or Marketing should take both courses.

**Alternative  
Assessment**

Student portfolios are initiated which address: assessment of personal strengths, identification of personal goals, development of an action plan, and identification of knowledge/skills acquired.

The following rubrics could also be used to assess student mastery of *Leadership* course content:

Marketing Education Resource Center. (2000). *Performance assessment rubric: Oral presentation*. Columbus, OH: Author.

Marketing Education Resource Center. (2002). *Performance assessment rubric: Participating as a team member*. Columbus, OH: Author.

Marketing Education Resource Center. (2006). *Performance assessment rubric: Demonstrating ethical work habits*. Columbus, OH: Author.

**CTSO  
Involvement**

During the ninth grade, students should receive an orientation to the purpose, value, and activities of either Business Professionals of America (BPA) or Future Business Leaders of America (FBLA).

**Experiential  
Learning/  
Business  
Community  
Involvement**

In *Leadership*, students should develop and carry out a service-learning project that utilizes extensive interaction with the community, including businesses in the local area. Through implementation of the project, students should strengthen their leadership skills.

During the personal finance course, local business professionals should be invited to speak to students about financial products such as checking and savings accounts and insurance.

<b>Course Title</b>	<b>Leadership</b>
<b>Description</b>	<i>Leadership</i> develops student understanding and skills in the areas of communication skills and emotional intelligence. Through this course, students acquire an appreciation for the need for self-awareness, teamwork, and leadership skills. By developing these skills and habits early, students are likely to experience greater success in subsequent academic and career courses, as well as perform better in their CTSO and professional lives.
<b>Performance Indicators</b>	44
<b>Credit</b>	.5 unit
<b>Recommended Sequence</b>	First semester of grade 9
<b>Instructional Area</b>	<b>Communication Skills</b>
<b>Performance Element</b>	<b>Read to acquire meaning from written material and to apply the information to a task.</b>
<b>Performance Indicators</b>	Identify sources that provide relevant, valid written material (CO:054) (PQ) Extract relevant information from written materials (CO:055) (PQ) Apply written directions to achieve tasks (CO:056) (PQ)
<b>Performance Element</b>	<b>Apply active listening skills to demonstrate understanding of what is being said.</b>
<b>Performance Indicators</b>	Explain communication techniques that support and encourage a speaker (CO:082) (PQ) Follow directions (CO:119) (PQ) Demonstrate active listening skills (CO:017) (PQ)
<b>Performance Element</b>	<b>Apply verbal skills to obtain and convey information.</b>
<b>Performance Indicators</b>	Explain the nature of effective verbal communications (CO:147) (PQ) Ask relevant questions (CO:058) (PQ) Interpret others' nonverbal cues (CO:059) (PQ) Provide legitimate responses to inquiries (CO:060) (PQ) Give verbal directions (CO:083) (PQ) Make oral presentations (CO:025) (SP)



<b>Instructional Area</b>	<b>Emotional Intelligence</b>
<b>Performance Element</b>	<b>Foster self-understanding to recognize the impact of personal feelings on others.</b>
<b>Performance Indicators</b>	Describe the nature of emotional intelligence (EI:001, EI LAP 6) (PQ) Explain the concept of self esteem (EI:016, HR LAP 12) (PQ) Recognize personal biases and stereotypes (EI:017) (PQ) Assess personal strengths and weaknesses (EI:002) (PQ)
<b>Performance Element</b>	<b>Develop personal traits to foster career advancement.</b>
<b>Performance Indicators</b>	Identify desirable personality traits important to business (EI:018, EI LAP 9) (PQ) Exhibit self-confidence (EI:023) (PQ) Demonstrate interest and enthusiasm (EI:020, HR LAP 20) (PQ) Demonstrate initiative (EI:024, EI LAP 2) (PQ)
<b>Performance Element</b>	<b>Apply ethics to demonstrate trustworthiness.</b>
<b>Performance Indicators</b>	Demonstrate responsible behavior (EI:021, PD LAP 7) (PQ) Demonstrate honesty and integrity (EI:022, HR LAP 19) (PQ) Demonstrate ethical work habits (EI:004, EI LAP 4) (PQ)
<b>Performance Element</b>	<b>Exhibit techniques to manage emotional reactions to people and situations.</b>
<b>Performance Indicators</b>	Exhibit positive attitude (EI:019, EI LAP 3) (PQ) Demonstrate self control (EI:025, EI LAP 14) (PQ) Explain the use of feedback for personal growth (EI:003, HR LAP 3) (PQ) Adjust to change (EI:026, HR LAP 8) (PQ)
<b>Performance Element</b>	<b>Identify with others' feelings, needs, and concerns to enhance interpersonal relations.</b>
<b>Performance Indicators</b>	Respect the privacy of others (EI:029) (PQ) Show empathy for others (EI:030, EI LAP 12) (PQ) Exhibit cultural sensitivity (EI:033, EI LAP 11) (CS)
<b>Performance Element</b>	<b>Use communication skills to foster open, honest communications.</b>
<b>Performance Indicators</b>	Explain the nature of effective communications (EI:007) (PQ)

<b>Instructional Area</b>	<b>Emotional Intelligence (cont'd)</b>
<b>Performance Element</b>	<b>Manage stressful situations to minimize negative workplace interactions.</b>
<b>Performance Indicators</b>	Use appropriate assertiveness (EI:008, HR LAP 16) (PQ) Use conflict-resolution skills (EI:015, EI LAP 7) (CS)
<b>Performance Element</b>	<b>Implement teamwork techniques to accomplish goals.</b>
<b>Performance Indicators</b>	Participate as a team member (EI:045) (CS) Demonstrate teamwork skills (EI:010) (CS)
<b>Performance Element</b>	<b>Employ leadership skills to achieve workplace objectives.</b>
<b>Performance Indicators</b>	Explain the concept of leadership (EI:009) (CS) Determine personal vision (EI:063) (CS) Demonstrate adaptability (EI:006) (CS) Develop an achievement orientation (EI:027, EI LAP 10) (CS) Lead change (EI:005) (CS) Enlist others in working toward a shared vision (EI:060, EI LAP 13) (CS) Coach others (EI:041) (CS)
<b>Performance Element</b>	<b>Manage internal and external business relationships to foster positive interactions.</b>
<b>Performance Indicators</b>	Treat others fairly at work (EI:036, HR LAP 24) (PQ) Foster positive working relationships (EI:037, EI LAP 5) (CS)

<b>Course Title</b>	<b>Personal Finance</b>
<b>Description</b>	The goal of <i>Personal Finance</i> is to help students to become financially responsible, conscientious members of society. To reach that end, this course develops student understanding and skills in such areas as money management, budgeting, financial goal attainment, the wise use of credit, insurance, investments, and consumer rights and responsibilities.
<b>Performance Indicators</b>	31
<b>Credit</b>	.5 unit
<b>Recommended Sequence</b>	Second semester of grade 9
<b>Instructional Area</b>	<b>Business Law</b>
<b>Performance Element</b>	<b>Explore the regulatory environment of United States' businesses to understand the diversity of regulations.</b>
<b>Performance Indicators</b>	Discuss consumer rights and responsibilities (CS) Explain the nature and scope of personal bankruptcy (CS)
<b>Instructional Area</b>	<b>Financial Analysis</b>
<b>Performance Element</b>	<b>Understand the fundamental principles of money needed to make financial exchanges.</b>
<b>Performance Indicators</b>	Explain forms of financial exchange (cash, credit, debit, electronic funds transfer, etc.) (FI:058) (PQ) Identify types of currency (paper money, coins, banknotes, government bonds, treasury notes, etc.) (FI:059) (PQ) Describe functions of money (medium of exchange, unit of measure, store of value) (FI:060) (PQ) Describe sources of income (wages/salaries, interest, rent, dividends, transfer payments, etc.) (FI:061) (PQ) Explain the time value of money (FI:062) (CS) Explain the purposes and importance of credit (FI:002, FI LAP 2) (CS) Explain legal responsibilities associated with financial exchanges (FI:063) (CS)

<b>Instructional Area</b>	<b>Financial Analysis (cont'd)</b>
<b>Performance Element</b>	<b>Analyze financial needs and goals to determine financial requirements.</b>
<b>Performance Indicators</b>	Describe the impact of career choice, education, and skills on income and goal attainment (CS) Explain the nature of financial needs (e.g., college, retirement, wills, insurance, etc.) (FI:064) (CS) Explain the need to save and invest (FI:270) (CS) Set financial goals (FI:065) (CS) Develop personal budget (FI:066) (CS)
<b>Performance Element</b>	<b>Manage personal finances to achieve financial goals.</b>
<b>Performance Indicators</b>	Explain the nature of tax liabilities (FI:067) (PQ) Interpret a pay stub (FI:068) (PQ) Prepare bank account documents (e.g., checks, deposit/withdrawal slips, endorsements, etc.) (PQ) Maintain financial records (FI:069) (PQ) Read and reconcile bank statements (FI:070) (PQ) Discuss the advantages and disadvantages of renting versus buying property (CS) Demonstrate the wise use of credit (FI:071) (CS) Validate credit history (FI:072) (CS) Protect against identity theft (FI:073) (CS) Prepare personal income tax forms (i.e., 1040 EZ form) (FI:075) (CS)
<b>Performance Element</b>	<b>Understand the use of financial-services providers to aid in financial-goal achievement.</b>
<b>Performance Indicators</b>	Describe types of financial-services providers (FI:075) (CS) Discuss considerations in selecting a financial-services provider (FI:076) (CS)
<b>Performance Element</b>	<b>Use investment strategies to ensure financial wellbeing.</b>
<b>Performance Indicators</b>	Explain types of investments (FI:077) (CS) Discuss the nature of retirement planning (CS)
<b>Performance Element</b>	<b>Identify potential business threats and opportunities to protect a business's financial well-being.</b>
<b>Performance Indicators</b>	Describe the concept of insurance (FI:081) (CS)

<b>Instructional Area</b>	<b>Professional Development</b>
<b>Performance Element</b>	<b>Acquire self-development skills to enhance relationships and improve efficiency in the work environment.</b>
<b>Performance Indicators</b>	Maintain appropriate personal appearance (PD:002, PD LAP 5) (PQ) Demonstrate systematic behavior (PD:009, HR LAP 4) (PQ)

**Career Courses:  
Grade 10**

In the tenth grade, students should take one year-long course entitled *Business and Marketing Essentials*. All students pursuing a career in Business Management and Administration, Entrepreneurship, Finance, or Marketing should take this course. The performance indicators presented in *Business and Marketing Essentials* introduce students to business functions and job-acquisition skills. During the summer following grade 10, students are expected to complete a work internship with a local business.

**Alternative  
Assessment**

Students assess career goals, providing rationale for career choice, identifying obstacles to achieving goals, and developing an action plan for overcoming obstacles. Students update listing of knowledge and skills acquired.

The following rubrics could also be used to assess student mastery of *Business and Marketing Essentials* course content:

Marketing Education Resource Center. (2000). *Performance assessment rubric: Database development*. Columbus, OH: Author.

Marketing Education Resource Center. (2000). *Performance assessment rubric: Desktop publishing*. Columbus, OH: Author.

Marketing Education Resource Center. (2000). *Performance assessment rubric: Employment seeking*. Columbus, OH: Author.

Marketing Education Resource Center. (2002). *Performance assessment rubric: Designing a web site*. Columbus, OH: Author.

**CTSO  
Involvement**

In the tenth grade, students should actively take part in BPA or FBLA. During the year, students should develop an understanding of the organization's program of work. Students should enhance their involvement in the organization by participating on committees.

**Experiential  
Learning/  
Business  
Community  
Involvement**

Group visits should be made to different types of working environments in large and small companies (e.g., producers of raw materials and finished goods, service providers, retailers, wholesalers, not-for-profits, etc.). Local business professionals should be invited to speak to students about business activities.

In addition, students should participate in a summer internship with a local business between grades 10 and 11. Internship responsibilities should align with knowledge and skills acquired in the courses *Leadership*, *Personal Finance*, and *Business and Marketing Essentials*.

<b>Course Title</b>	<b>Business and Marketing Essentials</b>
<b>Description</b>	<i>Business and Marketing Essentials</i> is an introductory business course that develops student understanding and skills in such areas as business law, communication skills, customer relations, economics, emotional intelligence, financial analysis, human resources management, information management, marketing, operations, professional development, and strategic management. Students acquire knowledge of fundamental business activities and factors affecting business, develop verbal and written communication skills, use information literacy skills, utilize job-seeking strategies, and participate in career planning.
<b>Performance Indicators</b>	90
<b>Credit</b>	1 unit
<b>Recommended Sequence</b>	Grade 10
<b>Instructional Area</b>	<b>Business Law</b>
<b>Performance Element</b>	<b>Apply knowledge of business ownership to establish and continue business operations.</b>
<b>Performance Indicators</b>	Explain types of business ownership (BL:003, BA LAP 7) (CS)
<b>Instructional Area</b>	<b>Communication Skills</b>
<b>Performance Element</b>	<b>Apply verbal skills to obtain and convey information.</b>
<b>Performance Indicators</b>	Employ communication styles appropriate to target audience (CO:084) (CS) Defend ideas objectively (CO:061) (CS) Handle telephone calls in a businesslike manner (CO:114) (CS) Participate in group discussions (CO:053) (CS)
<b>Performance Element</b>	<b>Record information to maintain and present a report of business activity.</b>
<b>Performance Indicators</b>	Utilize note-taking strategies (CO:085) (CS) Organize information (CO:086) (CS) Select and use appropriate graphic aids (CO:087) (CS)

<b>Instructional Area</b>	<b>Communication Skills (cont'd)</b>
<b>Performance Element</b>	<b>Write internal and external business correspondence to convey and obtain information effectively.</b>
<b>Performance Indicators</b>	<p>Explain the nature of effective written communications (CO:016) (CS)</p> <p>Select and utilize appropriate formats for professional writing (CO:088) (CS)</p> <p>Edit and revise written work consistent with professional standards (CO:089) (CS)</p> <p>Write professional e-mails (CO:090) (CS)</p>
<b>Instructional Area</b>	<b>Customer Relations</b>
<b>Performance Element</b>	<b>Foster positive relationships with customers to enhance company image.</b>
<b>Performance Indicators</b>	Explain the nature of positive customer relations (CR:003) (CS)
<b>Instructional Area</b>	<b>Economics</b>
<b>Performance Element</b>	<b>Understand fundamental economic concepts to obtain a foundation for employment in business.</b>
<b>Performance Indicators</b>	<p>Distinguish between economic goods and services (EC:002, EC LAP 10) (CS)</p> <p>Explain the concept of economic resources (EC:003, EC LAP 14) (CS)</p> <p>Describe the concepts of economics and economic activities (EC:001, EC LAP 6) (CS)</p> <p>Determine economic utilities created by business activities (EC:004, EC LAP 13) (CS)</p> <p>Explain the principles of supply and demand (EC:005, EC LAP 11) (CS)</p> <p>Describe the functions of prices in markets (EC:006, EC LAP 12) (CS)</p>
<b>Performance Element</b>	<b>Understand the nature of business to show its contributions to society.</b>
<b>Performance Indicators</b>	<p>Explain the role of business in society (EC:070, EC LAP 20) (CS)</p> <p>Describe types of business activities (EC:071, EC LAP 19) (CS)</p> <p>Explain the organizational design of businesses (EC:103) (SP)</p> <p>Discuss the global environment in which businesses operate (EC:104) (SP)</p> <p>Describe factors that affect the business environment (EC:105) (SP)</p> <p>Explain the nature of business ethics (EC:106) (SP)</p> <p>Explain how organizations adapt to today's markets (EC:107) (SP)</p>



<b>Instructional Area</b>	<b>Economics (cont'd)</b>
<b>Performance Element</b>	<b>Understand economic systems to be able to recognize the environments in which businesses function.</b>
<b>Performance Indicators</b>	<p>Explain the types of economic systems (EC:007, EC LAP 17) (CS)</p> <p>Explain the concept of private enterprise (EC:009, EC LAP 15) (CS)</p> <p>Identify factors affecting a business's profit (EC:010, EC LAP 2) (CS)</p> <p>Determine factors affecting business risk (EC:011, EC LAP 3) (CS)</p> <p>Explain the concept of competition (EC:012, EC LAP 8) (CS)</p>
<b>Performance Element</b>	<b>Acquire knowledge of the impact of government on business activities to make informed economic decisions.</b>
<b>Performance Indicators</b>	Determine the relationship between government and business (EC:008, EC LAP 16) (CS)
<b>Performance Element</b>	<b>Analyze cost/profit relationships to guide business decision-making.</b>
<b>Performance Indicators</b>	Explain the concept of productivity (EC:013, EC LAP 18) (CS)
<b>Instructional Area</b>	<b>Financial Analysis</b>
<b>Performance Element</b>	<b>Acquire a foundational knowledge of accounting to understand its nature and scope.</b>
<b>Performance Indicators</b>	Explain the concept of accounting (FI:085, FI LAP 5) (CS)
<b>Performance Element</b>	<b>Acquire a foundational knowledge of finance to understand its nature and scope.</b>
<b>Performance Indicators</b>	Explain the role of finance in business (FI:354, FI LAP 7) (CS)
<b>Instructional Area</b>	<b>Human Resources Management</b>
<b>Performance Element</b>	<b>Understand the role and function of human resources management to obtain a foundational understanding of its nature and scope.</b>
<b>Performance Indicators</b>	Discuss the nature of human resources management (HR:410) (CS)

<b>Instructional Area</b>	<b>Information Management</b>
<b>Performance Element</b>	<b>Use information literacy skills to increase workplace efficiency and effectiveness.</b>
<b>Performance Indicators</b>	Assess information needs (NF:077) (CS) Obtain needed information efficiently (NF:078) (CS) Evaluate quality and source of information (NF:079) (CS) Apply information to accomplish a task (NF:080) (CS) Store information for future use (NF:081) (CS)
<b>Performance Element</b>	<b>Acquire a foundational knowledge of information management to understand its nature and scope.</b>
<b>Performance Indicators</b>	Discuss the nature of information management (NF:110) (CS)
<b>Performance Element</b>	<b>Utilize information-technology tools to manage and perform work responsibilities.</b>
<b>Performance Indicators</b>	Identify ways that technology impacts business (NF:003) (CS) Explain the role of information systems (NF:083) (PQ) Discuss principles of computer systems (NF:084) (PQ) Use basic operating systems (NF:085) (PQ) Describe the scope of the Internet (NF:086) (PQ) Demonstrate basic e-mail functions (NF:004) (PQ) Demonstrate personal information management/productivity applications (NF:005) (PQ) Demonstrate basic web-search skills (NF:006) (PQ) Demonstrate basic word processing skills (NF:007) (PQ) Demonstrate basic presentation applications (NF:008) (PQ) Demonstrate basic database applications (NF:009) (PQ) Demonstrate basic spreadsheet applications (NF:010) (PQ)
<b>Instructional Area</b>	<b>Marketing</b>
<b>Performance Element</b>	<b>Understand marketing's role and function in business to facilitate economic exchanges with customers.</b>
<b>Performance Indicators</b>	Explain marketing and its importance in a global economy (MK:001, BA LAP 11) (CS)
<b>Instructional Area</b>	<b>Operations</b>
<b>Performance Element</b>	<b>Understand operation's role and function in business to value its contributions to a company.</b>
<b>Performance Indicators</b>	Explain the nature of operations (OP:189) (CS)

<b>Instructional Area</b>	<b>Operations (cont'd)</b>
<b>Performance Element</b>	<b>Adhere to health and safety regulations to support a safe work environment.</b>
<b>Performance Indicators</b>	Describe health and safety regulations in business (OP:004) (PQ) Report noncompliance with business health and safety regulations (OP:005) (PQ)
<b>Performance Element</b>	<b>Implement safety procedures to minimize loss.</b>
<b>Performance Indicators</b>	Follow instructions for use of equipment, tools, and machinery (OP:006) (PQ) Follow safety precautions (OP:007, RM LAP 2) (PQ) Maintain a safe work environment (OP:008) (CS) Explain procedures for handling accidents (OP:009, RM LAP 3) (CS) Handle and report emergency situations (OP:010) (CS)
<b>Performance Element</b>	<b>Implement security policies/procedures to minimize chance for loss.</b>
<b>Performance Indicators</b>	Explain routine security precautions (OP:013, RM LAP 4) (CS) Follow established security procedures/policies (OP:152) (CS) Protect company information and intangibles (OP:153) (CS)
<b>Performance Element</b>	<b>Implement purchasing activities to obtain business supplies, equipment and services.</b>
<b>Performance Indicators</b>	Explain the nature and scope of purchasing (OP:015, OP LAP 2) (CS) Place orders/reorders (OP:016) (CS) Maintain inventory of supplies (OP:031) (CS)
<b>Performance Element</b>	<b>Understand production's role and function in business to recognize its need in an organization.</b>
<b>Performance Indicators</b>	Explain the concept of production (OP:017, BA LAP 1) (CS)
<b>Instructional Area</b>	<b>Professional Development</b>
<b>Performance Element</b>	<b>Acquire self-development skills to enhance relationships and improve efficiency in the work environment.</b>
<b>Performance Indicators</b>	Set personal goals (PD:018, HR LAP 6) (CS)
<b>Performance Element</b>	<b>Utilize critical-thinking skills to determine best options/outcomes.</b>
<b>Performance Indicators</b>	Explain the need for innovation skills (PD:126) (CS) Make decisions (PD:017, PD LAP 10) (CS) Demonstrate problem-solving skills (PD:077, IS LAP 2) (CS)

<b>Instructional Area</b>	<b>Professional Development (cont'd)</b>
<b>Performance Element</b>	<b>Participate in career-planning to enhance job-success potential.</b>
<b>Performance Indicators</b>	<p>Assess personal interests and skills needed for success in business (PD:013, HR LAP 2) (PQ)</p> <p>Analyze employer expectations in the business environment (PD:020) (PQ)</p> <p>Explain the rights of workers (PD:021) (PQ)</p> <p>Identify sources of career information (PD:022) (CS)</p> <p>Identify tentative occupational interest (PD:023) (CS)</p> <p>Explain employment opportunities in business (PD:025, PD LAP 15) (CS)</p>
<b>Performance Element</b>	<b>Implement job-seeking skills to obtain employment.</b>
<b>Performance Indicators</b>	<p>Utilize job-search strategies (PD:026) (PQ)</p> <p>Complete a job application (PD:027) (PQ)</p> <p>Interview for a job (PD:028) (PQ)</p> <p>Write a follow-up letter after job interviews (PD:029) (CS)</p> <p>Write a letter of application (PD:030) (CS)</p> <p>Prepare a résumé (PD:031) (CS)</p>
<b>Performance Element</b>	<b>Utilize career-advancement activities to enhance professional development.</b>
<b>Performance Indicators</b>	<p>Describe techniques for obtaining work experience (e.g., volunteer activities, internships) (PD:032) (PQ)</p> <p>Explain the need for ongoing education as a worker (PD:033) (PQ)</p> <p>Explain possible advancement patterns for jobs (PD:034) (PQ)</p>
<b>Instructional Area</b>	<b>Strategic Management</b>
<b>Performance Element</b>	<b>Recognize management's role to understand its contribution to business success.</b>
<b>Performance Indicators</b>	Explain the concept of management (SM:001, BA LAP 6) (CS)

<b>Course Title</b>	<b>Summer Internship (Between Grades 10 and 11)</b>
<b>Description</b>	Students obtain 120 hours of planned, evaluated work experience with a local business. Internship enables students to utilize their studies, expand their perceptions of the work environment, and gain practical experience. Students are required to maintain a journal of their internship experience.
<b>Performance Indicators</b>	42
<b>Recommended Sequence</b>	Summer between grades 10 and 11
<b>Instructional Area</b>	<b>Communication Skills</b>
<b>Performance Element</b>	<b>Apply active listening skills to demonstrate understanding of what is being said.</b>
<b>Performance Indicators</b>	Follow directions (CO:119) (PQ) Demonstrate active listening skills (CO:017) (PQ)
<b>Performance Element</b>	<b>Apply verbal skills to obtain and convey information.</b>
<b>Performance Indicators</b>	Ask relevant questions (CO:058) (PQ)
<b>Instructional Area</b>	<b>Economics</b>
<b>Performance Element</b>	<b>Understand the nature of business to show its contributions to society.</b>
<b>Performance Indicators</b>	Explain the role of business in society (EC:070, EC LAP 20) (CS) Describe types of business activities (EC:071, EC LAP 19) (CS) Explain the organizational design of businesses (EC:103) (SP) Describe factors that affect the business environment (EC:105) (SP) Explain the nature of business ethics (EC:106) (SP)
<b>Performance Element</b>	<b>Acquire knowledge of the impact of government on business activities to make informed economic decisions.</b>
<b>Performance Indicators</b>	Determine the relationship between government and business (EC:008, EC LAP 16) (CS)

<b>Instructional Area</b>	<b>Emotional Intelligence</b>
<b>Performance Element</b>	<b>Foster self-understanding to recognize the impact of personal feelings on others.</b>
<b>Performance Indicators</b>	Assess personal strengths and weaknesses (EI:002) (PQ)
<b>Performance Element</b>	<b>Develop personal traits to foster career advancement.</b>
<b>Performance Indicators</b>	Identify desirable personality traits important to business (EI:018, EI LAP 9) (PQ) Exhibit self-confidence (EI:023) (PQ) Demonstrate interest and enthusiasm (EI:020, HR LAP 20) (PQ) Demonstrate initiative (EI:024, EI LAP 2) (PQ)
<b>Performance Element</b>	<b>Apply ethics to demonstrate trustworthiness.</b>
<b>Performance Indicators</b>	Demonstrate responsible behavior (EI:021, PD LAP 7) (PQ) Demonstrate honesty and integrity (EI:022, HR LAP 19) (PQ) Demonstrate ethical work habits (EI:004, EI LAP 4) (PQ)
<b>Performance Element</b>	<b>Exhibit techniques to manage emotional reactions to people and situations.</b>
<b>Performance Indicators</b>	Exhibit positive attitude (EI:019, EI LAP 3) (PQ) Demonstrate self control (EI:025, HR LAP 18) (PQ)
<b>Performance Element</b>	<b>Manage stressful situations to minimize negative workplace interactions.</b>
<b>Performance Indicators</b>	Use appropriate assertiveness (EI:008, HR LAP 16) (PQ)
<b>Performance Element</b>	<b>Employ leadership skills to achieve workplace objectives.</b>
<b>Performance Indicators</b>	Demonstrate adaptability (EI:006) (CS)
<b>Performance Element</b>	<b>Manage internal and external business relationships to foster positive interactions.</b>
<b>Performance Indicators</b>	Treat others fairly at work (EI:036, HR LAP 24) (PQ) Foster positive working relationships (EI:037, EI LAP 5) (CS)

<b>Instructional Area</b>	<b>Financial Analysis</b>
<b>Performance Element</b>	<b>Acquire a foundational knowledge of accounting to understand its nature and scope.</b>
<b>Performance Indicators</b>	Explain the concept of accounting (FI:085, FI LAP 5) (CS)
<b>Performance Element</b>	<b>Acquire a foundational knowledge of finance to understand its nature and scope.</b>
<b>Performance Indicators</b>	Explain the role of finance in business (FI:354, FI LAP 7) (CS)
<b>Instructional Area</b>	<b>Human Resources Management</b>
<b>Performance Element</b>	<b>Understand the role and function of human resources management to obtain a foundational understanding of its nature and scope.</b>
<b>Performance Indicators</b>	Discuss the nature of human resources management (HR:410) (CS)
<b>Instructional Area</b>	<b>Information Management</b>
<b>Performance Element</b>	<b>Acquire a foundational knowledge of information management to understand its nature and scope.</b>
<b>Performance Indicators</b>	Discuss the nature of information management (NF:110) (CS)
<b>Performance Element</b>	<b>Utilize information-technology tools to manage and perform work responsibilities.</b>
<b>Performance Indicators</b>	Identify ways that technology impacts business (NF:003) (CS)
<b>Instructional Area</b>	<b>Marketing</b>
<b>Performance Element</b>	<b>Understand marketing's role and function in business to facilitate economic exchanges with customers.</b>
<b>Performance Indicators</b>	Explain marketing and its importance in a global economy (MK:001, BA LAP 11) (CS)

<b>Instructional Area</b>	<b>Operations</b>
<b>Performance Element</b>	<b>Understand operation's role and function in business to value its contributions to a company.</b>
<b>Performance Indicators</b>	Explain the nature of operations (OP:189) (CS)
<b>Performance Element</b>	<b>Adhere to health and safety regulations to support a safe work environment.</b>
<b>Performance Indicators</b>	Describe health and safety regulations in business (OP:004) (PQ)
<b>Performance Element</b>	<b>Implement safety procedures to minimize loss.</b>
<b>Performance Indicators</b>	Follow instructions for use of equipment, tools, and machinery (OP:006) (PQ) Follow safety precautions (OP:007, RM LAP 2) (PQ) Maintain a safe work environment (OP:008) (CS)
<b>Performance Element</b>	<b>Implement security policies/procedures to minimize chance for loss.</b>
<b>Performance Indicators</b>	Explain routine security precautions (OP:013, RM LAP 4) (CS) Follow established security procedures/policies (OP:152) (CS)
<b>Performance Element</b>	<b>Implement purchasing activities to obtain business supplies, equipment and services.</b>
<b>Performance Indicators</b>	Explain the nature and scope of purchasing (OP:015, OP LAP 2) (CS)
<b>Performance Element</b>	<b>Understand production's role and function in business to recognize its need in an organization.</b>
<b>Performance Indicators</b>	Explain the concept of production (OP:017, BA LAP 1) (CS)
<b>Instructional Area</b>	<b>Professional Development</b>
<b>Performance Element</b>	<b>Acquire self-development skills to enhance relationships and improve efficiency in the work environment.</b>
<b>Performance Indicators</b>	Maintain appropriate personal appearance (PD:002, PD LAP 5) (PQ) Demonstrate systematic behavior (PD:009, HR LAP 4) (PQ)



<b>Instructional Area</b>	<b>Professional Development (cont'd)</b>
<b>Performance Element</b>	<b>Utilize critical-thinking skills to determine best options/outcomes.</b>
<b>Performance Indicators</b>	Demonstrate problem-solving skills (PD:077, IS LAP 2) (CS)
<b>Instructional Area</b>	<b>Strategic Management</b>
<b>Performance Element</b>	<b>Recognize management's role to understand its contribution to business success.</b>
<b>Performance Indicators</b>	Explain the concept of management (SM:001, BA LAP 6) (CS)

**Career Courses:  
Grade 11**

In the eleventh grade, students should take *Introduction to Finance*, which is a year-long course that introduces students to finance. The course is considered core for any student pursuing a career in finance. During the summer following grade 11, students are expected to complete a work internship with a local business.

**Alternative  
Assessment**

Students should update their listing of knowledge and skills acquired. Samples of the student's work should be added to the portfolio, including business letters written by the student and video recordings of the student making an oral presentation.

The following rubric could also be used to assess student mastery of *Introduction to Finance* course content:

Marketing Education Resource Center. (2002). *Performance assessment rubric: Handling difficult customers*. Columbus, OH: Author.

**CTSO  
Involvement**

Student participation in BPA or FBLA should be encouraged. Participation in BPA or FBLA activities provides students an avenue for reinforcing and applying classroom instruction in a competitive, non-threatening environment. Students should be encouraged to demonstrate leadership in the organization by serving as chairpersons of short-term committees and to participate in competitive events.

**Experiential  
Learning/  
Business  
Community  
Involvement**

Students should continue their involvement in the business community through projects and guest speakers.

In addition, students should participate in a summer internship with a local business between grades 11 and 12. Internship responsibilities should align with knowledge and skills acquired in the courses *Leadership*, *Personal Finance*, *Business and Marketing Essentials*, and *Introduction to Finance*.

<b>Course Title</b>	<b>Introduction to Finance</b>
<b>Description</b>	<i>Introduction to Finance</i> expands student understanding of finance. Students develop their knowledge and skills in such areas as communication skills, compliance, customer relations, economics, financial analysis, financial-information management, human resources management, marketing, product/service management, professional development, risk management, and selling. Legal and ethical issues in the financial realm are emphasized, as well as the need for effective customer relationship management, information management, and product/service management in finance.
<b>Performance Indicators</b>	89
<b>Credit</b>	1 unit
<b>Recommended Sequence</b>	Grade 11
<b>Instructional Area</b>	<b>Communication Skills</b>
<b>Performance Element</b>	<b>Write internal and external business correspondence to convey and obtain information effectively.</b>
<b>Performance Indicators</b>	Write business letters (CO:133) (CS) Write informational messages (CO039) (CS) Write inquiries (CO:040) (CS)
<b>Instructional Area</b>	<b>Customer Relations</b>
<b>Performance Element</b>	<b>Foster positive relationships with customers to enhance company image.</b>
<b>Performance Indicators</b>	Demonstrate a customer-service mindset (CR:004, HR LAP 32) (CS) Reinforce service orientation through communication (CR:005) (CS) Respond to customer inquiries (CR:006) (CS) Adapt communication to the cultural and social differences among clients (CR:019) (CS) Interpret business policies to customers/clients (CR:007, HR LAP 25) (CS)
<b>Performance Element</b>	<b>Resolve conflicts with/for customers to encourage repeat business.</b>
<b>Performance Indicators</b>	Handle difficult customers (CR:009, EI LAP 1) (CS) Handle customer/client complaints (CR:010, HR LAP 23) (CS)

<b>Instructional Area</b>	<b>Customer Relations (cont'd)</b>
<b>Performance Element</b>	<b>Reinforce company's image to exhibit the company's brand promise.</b>
<b>Performance Indicators</b>	Identify company's brand promise (CR:001) (CS) Determine ways of reinforcing the company's image through employee performance (CR:002) (CS)
<b>Performance Element</b>	<b>Understand characteristics, motivations, and behaviors of clients in finance to facilitate client interaction.</b>
<b>Performance Indicators</b>	Describe customer needs and wants that are met by financial products and services (CS) Explain the responsibilities of finance professionals in providing client services (CS)
<b>Performance Element</b>	<b>Understand the nature of customer relationship management to show its contributions to a company.</b>
<b>Performance Indicators</b>	Discuss the nature of customer relationship management (CR:016) (CS) Discuss customer relationship management as a key factor to success in the finance industry (CS) Explain trends in customer relationship management that impact finance (SP)
<b>Performance Element</b>	<b>Utilize technology to facilitate customer relationship management.</b>
<b>Performance Indicators</b>	Explain the use of databases in customer relationship management (CS) Use Customer Relationship Management (CRM) technology (SP)
<b>Instructional Area</b>	<b>Economics</b>
<b>Performance Element</b>	<b>Acquire knowledge of the impact of government on business activities to make informed economic decisions.</b>
<b>Performance Indicators</b>	Describe the nature of taxes (EC:072) (SP)
<b>Performance Element</b>	<b>Analyze cost/profit relationships to guide business decision-making.</b>
<b>Performance Indicators</b>	Analyze the impact of specialization/division of labor on productivity (EC:014, EC LAP 7) (SP) Explain the concept of organized labor and business (EC:015, EC LAP 5) (SP) Explain the impact of the law of diminishing returns (EC:023) (SP)

<b>Instructional Area</b>	<b>Economics (cont'd)</b>
<b>Performance Element</b>	<b>Understand economic indicators to recognize economic trends and conditions.</b>
<b>Performance Indicators</b>	<p>Discuss the measure of consumer spending as an economic indicator (EC:081) (SP)</p> <p>Describe the economic impact of inflation on business (EC:083) (SP)</p> <p>Explain the concept of Gross Domestic Product (GDP) (EC:017, EC LAP 1) (SP)</p> <p>Discuss the impact of a nation's unemployment rates (EC:082) (SP)</p> <p>Explain the economic impact of interest-rate fluctuations (EC:084) (SP)</p> <p>Determine the impact of business cycles on business activities (EC:018, EC LAP 9) (SP)</p>
<b>Performance Element</b>	<b>Determine global trade's impact on business decision-making.</b>
<b>Performance Indicators</b>	<p>Explain the nature of global trade (EC:016, EC LAP 4) (SP)</p> <p>Describe the determinants of exchange rates and their effects on the domestic economy (EC:100) (SP)</p> <p>Discuss the impact of cultural and social environments on global trade (EC:045) (SP)</p>
<b>Instructional Area</b>	<b>Financial Analysis</b>
<b>Performance Element</b>	<b>Acquire a foundational knowledge of accounting to understand its nature and scope.</b>
<b>Performance Indicators</b>	<p>Explain the need for accounting standards (GAAP) (FI:086) (CS)</p> <p>Discuss the role of ethics in accounting (FI:351) (SP)</p> <p>Explain the use of technology in accounting (FI:352) (SP)</p> <p>Explain legal considerations for accounting (FI:353) (SP)</p>
<b>Performance Element</b>	<b>Acquire a foundational knowledge of finance to understand its nature and scope.</b>
<b>Performance Indicators</b>	<p>Discuss the role of ethics in finance (FI:355) (SP)</p> <p>Explain legal considerations for finance (FI:356) (SP)</p> <p>Discuss trends in the current financial environment (i.e., consolidation, regulatory burden, role of technology, and globalization) (SP)</p>
<b>Performance Element</b>	<b>Understand financial markets to recognize their importance in business.</b>
<b>Performance Indicators</b>	<p>Describe the role of financial institutions (CS)</p> <p>Explain types of financial markets (e.g., money markets, securities markets, property market, market for risk transfer) (SP)</p>

<b>Instructional Area</b>	<b>Financial Analysis (cont'd)</b>
<b>Performance Element</b>	<b>Explore the nature of assets' values to make a selection with the best return on investment.</b>
<b>Performance Indicators</b>	Discuss factors that affect the value of an asset (e.g., cash flows, growth rate, timing, inflation, interest rate, opportunity cost, and risk and required return) (SP)
<b>Performance Element</b>	<b>Utilize sources of securities information to make informed financial decisions.</b>
<b>Performance Indicators</b>	Describe sources of securities information (CS) Read/Interpret securities table (SP)
<b>Instructional Area</b>	<b>Human Resources Management</b>
<b>Performance Element</b>	<b>Manage staff growth and development to increase productivity and employee satisfaction.</b>
<b>Performance Indicators</b>	Orient new employees (HR:360) (CS)
<b>Instructional Area</b>	<b>Marketing</b>
<b>Performance Element</b>	<b>Understand marketing's role and function in business to facilitate economic exchanges with customers.</b>
<b>Performance Indicators</b>	Describe marketing functions and related activities (MK:002, MK LAP 1) (CS)
<b>Performance Element</b>	<b>Acquire foundational knowledge of customer/client/business behavior to understand what motivates decision-making.</b>
<b>Performance Indicators</b>	Explain customer/client/business buying behavior (MK:014) (SP) Discuss actions employees can take to achieve the company's desired results (MK:015) (SP)
<b>Instructional Area</b>	<b>Professional Development</b>
<b>Performance Element</b>	<b>Utilize critical-thinking skills to determine best options/outcomes.</b>
<b>Performance Indicators</b>	Demonstrate appropriate creativity (PD:012, PD LAP 2) (SP) Use time-management skills (PD:019, OP LAP 1) (SP)

<b>Instructional Area</b>	<b>Professional Development (cont'd)</b>
<b>Performance Element</b>	<b>Explore careers in finance to enhance potential for career success.</b>
<b>Performance Indicators</b>	Discuss career opportunities in finance (CS)
<b>Performance Element</b>	<b>Utilize career-advancement activities to enhance professional development.</b>
<b>Performance Indicators</b>	Discuss licensure and certification available to finance professionals (SP) Discuss opportunities for building professional relationships in finance (SP)
<b>Performance Element</b>	<b>Acquire knowledge of banking processes and services to facilitate workplace activities.</b>
<b>Performance Indicators</b>	Describe the nature of banking processes (CS) Describe types of banking services (CS) Discuss retail bank products and services (CS) Explain business bank products and services (CS)
<b>Performance Element</b>	<b>Acquire knowledge of the insurance industry to obtain a foundation for employment in insurance.</b>
<b>Performance Indicators</b>	Describe the nature of the insurance industry (CS)
<b>Instructional Area</b>	<b>Compliance</b>
<b>Performance Element</b>	<b>Understand government regulations pertaining to the finance industry to protect the company wellbeing.</b>
<b>Performance Indicators</b>	Explain federal legislation impacting the finance industry (e.g., Gramm-Leach-Bliley Act, Sarbanes-Oxley Act, Uniform Commercial Code, etc.) (SP) Discuss the effect of tax laws and regulations on financial transactions (SP)
<b>Performance Element</b>	<b>Acquire a foundational knowledge of compliance to understand its nature and scope.</b>
<b>Performance Indicators</b>	Discuss the nature and scope of compliance in the finance industry (SP) Describe the use of technology in compliance (SP) Explain the role of business ethics in compliance (SP)

<b>Instructional Area</b>	<b>Financial-Information Management</b>
<b>Performance Element</b>	<b>Acquire foundational knowledge of financial-information management to understand its scope and function.</b>
<b>Performance Indicators</b>	Describe the need for financial information (CS) Explain the nature and scope of the financial-information management function (SP) Explain the role of ethics in financial-information management (SP)
<b>Performance Element</b>	<b>Understand the importance of accurately reporting a business's financial position to provide information in a proper manner.</b>
<b>Performance Indicators</b>	Describe the need to accurately report a business's financial position (CS) Describe the relationship between accounting (with an emphasis on cash flow) and finance (with an emphasis on decision making) (SP)
<b>Performance Element</b>	<b>Acquire foundational knowledge of financial information analysis to aid in financial decision-making.</b>
<b>Performance Indicators</b>	Discuss the impact of economic conditions on finance (SP) Describe the impact of international events on finance (SP) Explain the use of financial information to identify trends (SP) Describe the need to analyze customer financial information (SP) Identify reasons to analyze financial data (e.g., to understand accounting treatment, to verify information, to analyze variances, to guide financial decision-making) (SP)
<b>Performance Element</b>	<b>Utilize financial information technology tools to manage financial information and perform work responsibilities.</b>
<b>Performance Indicators</b>	Describe the use of technology in the financial-information management function (SP)
<b>Instructional Area</b>	<b>Product/Service Management</b>
<b>Performance Element</b>	<b>Acquire a foundational knowledge of product/service management to understand its nature and scope.</b>
<b>Performance Indicators</b>	Explain the nature and scope of the product/service management function (SP) Identify the impact of product life cycles on business decisions (SP) Explain the use of technology in the product/service management function (SP) Discuss business ethics in product/service management (SP)
<b>Performance Element</b>	<b>Employ financial product/service-mix to meet customer expectations.</b>
<b>Performance Indicators</b>	Explain the concept of financial product/service mix (SP) Describe the nature of financial product/service bundling (SP)



<b>Instructional Area</b>	<b>Risk Management</b>
<b>Performance Element</b>	<b>Acquire a foundational understanding of risk management to demonstrate knowledge of its nature and scope.</b>
<b>Performance Indicators</b>	Discuss the relationship between business risk management and finance (SP)
<b>Instructional Area</b>	<b>Selling</b>
<b>Performance Element</b>	<b>Acquire product knowledge to communicate product benefits and to ensure appropriateness of product for the customer.</b>
<b>Performance Indicators</b>	Explain the nature of liability insurance (SP) Describe components of automobile insurance coverage (SP) Discuss components of homeowners insurance (SP) Discuss the nature of health insurance coverage (SP) Discuss the nature of life insurance (SP) Explain the nature of stocks (SP) Explain the nature of bonds (SP) Describe the nature of mutual funds (SP)

<b>Course Title</b>	<b>Summer Internship (Between Grades 11 and 12)</b>
<b>Description</b>	Students obtain 120 hours of planned, evaluated work experience with a local business. Internship enables students to utilize their studies, expand their perceptions of the work environment, and gain practical experience. Students are required to maintain a journal of their internship experience.
<b>Performance Indicators</b>	41
<b>Recommended Sequence</b>	Summer between grades 11 and 12
<b>Instructional Area</b>	<b>Communication Skills</b>
<b>Performance Element</b>	<b>Read to acquire meaning from written material and to apply the information to a task.</b>
<b>Performance Indicators</b>	Analyze company resources to ascertain policies and procedures (CO:057) (CS)
<b>Performance Element</b>	<b>Apply active listening skills to demonstrate understanding of what is being said.</b>
<b>Performance Indicators</b>	Follow directions (CO:119) (PQ) Demonstrate active listening skills (CO:017) (PQ)
<b>Performance Element</b>	<b>Apply verbal skills to obtain and convey information.</b>
<b>Performance Indicators</b>	Ask relevant questions (CO:058) (PQ) Provide legitimate responses to inquiries (CO:060) (PQ)
<b>Instructional Area</b>	<b>Customer Relations</b>
<b>Performance Element</b>	<b>Foster positive relationships with customers to enhance company image.</b>
<b>Performance Indicators</b>	Explain the nature of positive customer relations (CR:003) (CS) Demonstrate a customer-service mindset (CR:004, HR LAP 32) (CS)
<b>Performance Element</b>	<b>Understand characteristics, motivations, and behaviors of clients in finance to facilitate client interaction.</b>
<b>Performance Indicators</b>	Describe customer needs and wants that are met by financial products and services (CS) Explain the responsibilities of finance professionals in providing client services (CS)

<b>Instructional Area</b>	<b>Customer Relations (cont'd)</b>
<b>Performance Element</b>	<b>Understand the nature of customer relationship management to show its contributions to a company.</b>
<b>Performance Indicators</b>	Discuss customer relationship management as a key factor to success in the finance industry (CS) Explain trends in customer relationship management that impact finance (SP)
<b>Instructional Area</b>	<b>Emotional Intelligence</b>
<b>Performance Element</b>	<b>Foster self-understanding to recognize the impact of personal feelings on others.</b>
<b>Performance Indicators</b>	Recognize personal biases and stereotypes (EI:017) (PQ)
<b>Performance Element</b>	<b>Develop personal traits to foster career advancement.</b>
<b>Performance Indicators</b>	Exhibit self-confidence (EI:023) (PQ) Demonstrate interest and enthusiasm (EI:020, HR LAP 20) (PQ) Demonstrate initiative (EI:024, EI LAP 2) (PQ)
<b>Performance Element</b>	<b>Apply ethics to demonstrate trustworthiness.</b>
<b>Performance Indicators</b>	Demonstrate responsible behavior (EI:021, PD LAP 7) (PQ) Demonstrate honesty and integrity (EI:022, HR LAP 19) (PQ) Demonstrate ethical work habits (EI:004, EI LAP 4) (PQ)
<b>Performance Element</b>	<b>Exhibit techniques to manage emotional reactions to people and situations.</b>
<b>Performance Indicators</b>	Exhibit positive attitude (EI:019, EI LAP 3) (PQ) Demonstrate self control (EI:025, HR LAP 18) (PQ) Explain the use of feedback for personal growth (EI:003, HR LAP 3) (PQ)
<b>Performance Element</b>	<b>Manage stressful situations to minimize negative workplace interactions.</b>
<b>Performance Indicators</b>	Use appropriate assertiveness (EI:008, HR LAP 16) (PQ)
<b>Performance Element</b>	<b>Employ leadership skills to achieve workplace objectives.</b>
<b>Performance Indicators</b>	Demonstrate adaptability (EI:006) (CS) Develop an achievement orientation (EI:027, EI LAP 10) (CS)

<b>Instructional Area</b>	<b>Emotional Intelligence (cont'd)</b>
<b>Performance Element</b>	<b>Manage internal and external business relationships to foster positive interactions.</b>
<b>Performance Indicators</b>	Treat others fairly at work (EI:036, HR LAP 24) (PQ) Foster positive working relationships (EI:037, EI LAP 5) (CS)
<b>Instructional Area</b>	<b>Financial Analysis</b>
<b>Performance Element</b>	<b>Understand the use of financial-services providers to aid in financial-goal achievement.</b>
<b>Performance Indicators</b>	Describe types of financial-services providers (FI:075) (CS)
<b>Performance Element</b>	<b>Understand financial markets to recognize their importance in business.</b>
<b>Performance Indicators</b>	Describe the role of financial institutions (CS)
<b>Instructional Area</b>	<b>Professional Development</b>
<b>Performance Element</b>	<b>Acquire self-development skills to enhance relationships and improve efficiency in the work environment.</b>
<b>Performance Indicators</b>	Maintain appropriate personal appearance (PD:002, PD LAP 5) (PQ) Demonstrate systematic behavior (PD:009, HR LAP 4) (PQ) Set personal goals (PD:018, HR LAP 6) (CS)
<b>Performance Element</b>	<b>Utilize critical-thinking skills to determine best options/outcomes.</b>
<b>Performance Indicators</b>	Demonstrate problem-solving skills (PD:077, IS LAP 2) (CS)
<b>Performance Element</b>	<b>Explore careers in finance to enhance potential for career success.</b>
<b>Performance Indicators</b>	Discuss career opportunities in finance (CS)

<b>Instructional Area</b>	<b>Compliance</b>
<b>Performance Element</b>	<b>Understand government regulations pertaining to the finance industry to protect the company wellbeing.</b>
<b>Performance Indicators</b>	Explain federal legislation impacting the finance industry (e.g., Gramm-Leach-Bliley Act, Sarbanes-Oxley Act, Uniform Commercial Code, etc.) (SP) Discuss the effect of tax laws and regulations on financial transactions (SP)
<b>Performance Element</b>	<b>Acquire a foundational knowledge of compliance to understand its nature and scope.</b>
<b>Performance Indicators</b>	Discuss the nature and scope of compliance in the finance industry (SP)
<b>Instructional Area</b>	<b>Financial-Information Management</b>
<b>Performance Element</b>	<b>Acquire foundational knowledge of financial-information management to understand its scope and function.</b>
<b>Performance Indicators</b>	Describe the need for financial information (CS) Explain the nature and scope of the financial-information management function (SP)
<b>Instructional Area</b>	<b>Product/Service Management</b>
<b>Performance Element</b>	<b>Acquire a foundational knowledge of product/service management to understand its nature and scope.</b>
<b>Performance Indicators</b>	Explain the nature and scope of the product/service management function (SP)
<b>Performance Element</b>	<b>Employ financial product/service-mix to meet customer expectations.</b>
<b>Performance Indicators</b>	Explain the concept of financial product/service mix (SP) Describe the nature of financial product/service bundling (SP)

**Career Courses:  
Grade 12**

In the twelfth grade, there is one year-long career course: *Introduction to Accounting*. When students complete all high school career courses, they should have mastered all Business Administration Core and Finance Core performance indicators through the Career-Sustaining level. Many Specialist-level performance indicators should also be mastered in the high school courses.

**Alternative  
Assessment**

Students complete their portfolios of work undertaken during high school. The complete portfolio should contain a list of skills and knowledge mastered, indicating grades earned; written samples of projects completed during high school; video recordings of student presentations; the student's career objectives and steps that the student has taken to position himself/herself for that career; the student's résumé; letters of recommendation from businesspeople with whom the student has worked; and a written report prepared by the student describing one major project.

**CTSO  
Involvement**

Students are encouraged to continue membership in either BPA or FBLA and to assume leadership roles in the organization as officers or as chairpersons of long-term committees. Students should participate in competitive events.

**Experiential  
Learning/  
Business  
Community  
Involvement**

Students should continue their involvement in the business community through projects and guest speakers.

Upon completion of two summer internships with local businesses, students should have a broad understanding of the function(s) of these companies. If appropriate, students should pursue continuing employment with these businesses.

<b>Course Title</b>	<b>Introduction to Accounting</b>
<b>Description</b>	<i>Introduction to Accounting</i> introduces students to the world of financial accounting. Students analyze and record business transactions, prepare financial statements, perform accounts receivable and payable functions, and complete payroll procedures. In addition to developing these skills, students also acquire knowledge of regulations affecting the accounting profession, general accounting standards, careers in accounting, and certifications and licensures available to accountants.
<b>Performance Indicators</b>	80
<b>Credit</b>	1 unit
<b>Recommended Sequence</b>	Grade 12
<b>Instructional Area</b>	<b>Business Law</b>
<b>Performance Element</b>	<b>Understand regulation of accounting to adhere to government requirements.</b>
<b>Performance Indicators</b>	Discuss the impact of the Sarbanes-Oxley Act of 2002 on accounting (SP) Describe the role of the Securities and Exchange Commission (SEC) in regulating the accounting industry (SP) Discuss state regulation of the accounting industry (SP)
<b>Instructional Area</b>	<b>Financial Analysis</b>
<b>Performance Element</b>	<b>Implement accounting procedures to track money flow and to determine financial status.</b>
<b>Performance Indicators</b>	Describe the nature of cash flow statements (FI:091, FI LAP 6) (SP) Prepare cash flow statements (FI:092) (MN) Explain the nature of balance sheets (FI:093) (SP) Prepare balance sheets (MN) Describe the nature of income statements (FI:094, FI LAP 4) (SP) Prepare income statements (MN) Prepare a statement of equity and retained earnings (MN)

<b>Instructional Area</b>	<b>Financial Analysis (cont'd)</b>
<b>Performance Element</b>	<b>Classify, record, and summarize data to produce needed financial information.</b>
<b>Performance Indicators</b>	<p>Discuss the nature of the accounting cycle (CS)</p> <p>Demonstrate the effects of transactions on the accounting equation (CS)</p> <p>Prepare a chart of accounts (CS)</p> <p>Record transactions in a general journal (CS)</p> <p>Post journal entries to general ledger accounts (CS)</p> <p>Prepare a trial balance (CS)</p> <p>Journalize and post adjusting entries (CS)</p> <p>Journalize and post closing entries (CS)</p> <p>Prepare a post-closing trial balance (CS)</p> <p>Prepare work sheets (SP)</p> <p>Discuss the nature of annual reports (SP)</p> <p>Discuss the use of financial ratios in accounting (SP)</p>
<b>Performance Element</b>	<b>Maintain cash controls to track cash flow.</b>
<b>Performance Indicators</b>	<p>Explain cash control procedures (e.g., signature cards, deposit slips, internal/external controls, cash clearing, etc.) (CS)</p> <p>Prove cash (CS)</p> <p>Journalize/post entries to establish and replenish petty cash (CS)</p> <p>Journalize/post entries related to banking activities (CS)</p> <p>Explain the benefits of electronic funds transfer (EFT) (CS)</p> <p>Prepare bank deposits (CS)</p> <p>Prepare purchase requisitions (CS)</p> <p>Prepare purchase orders (CS)</p> <p>Prepare sales slips (CS)</p> <p>Prepare invoices (CS)</p> <p>Explain the nature of the voucher system (CS)</p> <p>Prepare vouchers (CS)</p> <p>Record transactions using a voucher system (CS)</p>
<b>Performance Element</b>	<b>Perform accounts payable functions to record, control, and disburse payments to vendors.</b>
<b>Performance Indicators</b>	<p>Explain the nature of accounts payable (CS)</p> <p>Maintain a vendor file (CS)</p> <p>Analyze purchase transactions (CS)</p> <p>Post to an accounts payable subsidiary ledger (CS)</p> <p>Prepare a credit memorandum for returned goods (CS)</p> <p>Process invoices for payment (CS)</p> <p>Process accounts payable checks (CS)</p> <p>Prepare an accounts payable schedule (SP)</p>



<b>Instructional Area</b>	<b>Financial Analysis (cont'd)</b>
<b>Performance Element</b>	<b>Perform accounts receivable functions to record, control, and collect payments due from the sale of goods and services.</b>
<b>Performance Indicators</b>	<p>Explain the nature of accounts receivable (CS)</p> <p>Maintain a customer file for accounts receivable (CS)</p> <p>Analyze sales transactions (CS)</p> <p>Post to an accounts receivable subsidiary ledger (CS)</p> <p>Process sales orders and invoices (CS)</p> <p>Process sales returns and allowances (CS)</p> <p>Process customer payments (CS)</p> <p>Prepare customer statements (CS)</p> <p>Process uncollectible accounts (CS)</p> <p>Prepare an accounts receivable schedule (SP)</p>
<b>Performance Element</b>	<b>Perform accounting functions specific to a merchandising business to classify, record, and summarize business data.</b>
<b>Performance Indicators</b>	<p>Explain the nature of special journals (CS)</p> <p>Record transactions in special journals (CS)</p>
<b>Performance Element</b>	<b>Complete payroll procedures to calculate, record, and distribute payroll earnings.</b>
<b>Performance Indicators</b>	<p>Calculate time cards (CS)</p> <p>Maintain employee earnings records (CS)</p> <p>Calculate employee earnings (e.g., gross earnings, net pay) (SP)</p> <p>Calculate employee-paid withholdings (SP)</p> <p>Prepare a payroll register (SP)</p> <p>Record the payroll in the general journal (SP)</p> <p>Complete payroll tax expense forms (SP)</p> <p>Prepare federal, state, and local payroll tax reports (SP)</p>
<b>Performance Element</b>	<b>Maintain inventory records to track the location, quantity, and value of current assets.</b>
<b>Performance Indicators</b>	<p>Record inventory usage (CS)</p> <p>Process invoice of inventory (CS)</p> <p>Process results of inventory (CS)</p> <p>Process inventory adjustments (CS)</p>

<b>Instructional Area</b>	<b>Professional Development</b>
<b>Performance Element</b>	<b>Understand careers in accounting to determine which role and responsibilities best match personal abilities and traits.</b>
<b>Performance Indicators</b>	<p>Discuss the role and responsibilities of certified public accountants (CPAs) (SP)</p> <p>Describe the role and responsibilities of general ledger accountants (SP)</p> <p>Explain the role and responsibilities of management accountants (SP)</p> <p>Discuss the role and responsibilities of auditors (SP)</p> <p>Discuss the role and responsibilities of government accountants (SP)</p> <p>Explain the role and responsibilities of international accountants (SP)</p> <p>Discuss the role and responsibilities of forensic accountants (SP)</p> <p>Discuss the role and responsibilities of senior management in accounting (SP)</p>
<b>Performance Element</b>	<b>Explore licensing and certification in the accounting industry to enhance professional development.</b>
<b>Performance Indicators</b>	Discuss professional designations for accountants (e.g., CPA, CMA, ABA, etc.) (SP)
<b>Performance Element</b>	<b>Acquire knowledge of Generally Accepted Accounting Principles to adhere to general accounting standards.</b>
<b>Performance Indicators</b>	Discuss the use of Generally Accepted Accounting Principles (GAAP) (SP)
<b>Instructional Area</b>	<b>Financial-Information Management</b>
<b>Performance Element</b>	<b>Understand the importance of accurately reporting a business's financial position to provide information in a proper manner.</b>
<b>Performance Indicators</b>	Discuss types of accounting systems used to report a business's financial position (i.e., financial, tax, management, cost, accrual) (SP)
<b>Performance Element</b>	<b>Utilize technology to record and analyze accounting transactions.</b>
<b>Performance Indicators</b>	<p>Discuss the use of data mining in accounting (SP)</p> <p>Integrate technology into accounting (SP)</p>

**Career Courses:  
Grade 13**

In each semester of grade 13, students should complete a minimum of 15 hours of courses. In the first semester, students should enroll in *Financial Accounting*, *Advanced Computer Applications for Business*, and a finance internship. The balance of the curriculum is composed of foundational courses. In the second semester, students should enroll in *Managerial Accounting*, *Business Law and Ethics*, and a paid finance internship. Ideally, the internship should be the same throughout the student's postsecondary educational career.

**Alternative  
Assessment**

Students should initiate the postsecondary portfolio which should include an updated listing of knowledge and skills acquired from course work, samples of technical writing, and video-recorded demonstrations.

The following rubrics could also be used to assess student mastery of *Advanced Computer Applications for Business* course content:

Marketing Education Resource Center. (2000). *Performance assessment rubric: Database development*. Columbus, OH: Author.

Marketing Education Resource Center. (2000). *Performance assessment rubric: Desktop publishing*. Columbus, OH: Author.

Marketing Education Resource Center. (2002). *Performance assessment rubric: Designing a web site*. Columbus, OH: Author.

**CTSO  
Involvement**

Students should be encouraged to become involved in the postsecondary division of BPA or Phi Beta Lambda, the postsecondary division of FBLA. They should develop an understanding of the organization's program of work. If possible, students should participate in competitive events.

**Experiential  
Learning/  
Business  
Community  
Involvement**

Students should participate in an internship. Employment should be in a job primarily based on one or more of the finance pathways. The job should require the student to demonstrate increased levels of responsibility in decision-making.

<b>Course Title</b>	<b>Financial Accounting</b>
<b>Description</b>	This course furthers student understanding of financial accounting. Students calculate financial ratios, interpret and analyze financial statements, carry out specialized accounting procedures, perform accounting functions specific to partnerships and corporations, and conduct tax accounting procedures. In addition, students develop an understanding and appreciation of internal accounting controls and audits.
<b>Performance Indicators</b>	39
<b>Credit</b>	3 credits
<b>Recommended Sequence</b>	First semester of grade 13
<b>Instructional Area</b>	<b>Financial Analysis</b>
<b>Performance Element</b>	<b>Manage financial resources to ensure solvency.</b>
<b>Performance Indicators</b>	<p>Discuss the use of financial ratios in accounting (SP)—Review</p> <p>Calculate financial ratios (FI:097) (MN)</p> <p>Determine business liquidity (MN)</p> <p>Calculate business profitability (MN)</p> <p>Describe types of financial statement analysis (e.g., ratio analysis, trend analysis, etc.) (SP)</p> <p>Interpret financial statements (FI:102) (MN)</p> <p>Spot problems in/issues with financial statements (MN)</p>
<b>Performance Element</b>	<b>Perform accounts receivable functions to record, control, and collect payments due from the sale of goods and services.</b>
<b>Performance Indicators</b>	Determine uncollectable accounts receivable (MN)
<b>Performance Element</b>	<b>Perform specialized accounting procedures to track cash flow.</b>
<b>Performance Indicators</b>	<p>Process notes payable and receivable (SP)</p> <p>Determine the book value of a plant asset (SP)</p> <p>Prepare depreciation schedule (SP)</p> <p>Record the disposition of assets (SP)</p> <p>Account for intangible assets (MN)</p>

<b>Instructional Area</b>	<b>Financial Analysis (cont'd)</b>
<b>Performance Element</b>	<b>Utilize cost accounting methods to track, record, and analyze business costs.</b>
<b>Performance Indicators</b>	Maintain job order cost sheets (SP) Calculate the cost of goods sold (SP)
<b>Performance Element</b>	<b>Perform accounting functions specific to a partnership to classify, record, and summarize business data.</b>
<b>Performance Indicators</b>	Analyze a partnership agreement (MN) Allocate profits and losses to the partners (MN) Prepare a statement of partners' equities (MN) Prepare a balance sheet for a partnership (MN) Account for the revaluation of assets and liabilities prior to the dissolution of a partnership (MN) Account for the sale of a partnership interest (MN) Account for the withdrawal of a partner from a partnership (MN)
<b>Performance Element</b>	<b>Perform accounting functions specific to a corporation to classify, record, and summarize corporate data.</b>
<b>Performance Indicators</b>	Discuss the nature of a consolidated financial statement (MN) Explain methods to account for the issuance of stock (MN) Analyze the articles of incorporation needed to start a corporation (MN) Compute the number of shares of common stock to be issued on the conversion of convertible preferred stock (MN) Compute dividends payable on stock (MN) Prepare a balance sheet for a corporation (MN) Complete a worksheet for a corporation (MN) Prepare an income statement for a corporation (MN) Prepare a statement of equity and retained earnings for a corporation (MN)
<b>Performance Element</b>	<b>Determine suitable internal accounting controls to ensure the proper recording of financial transactions.</b>
<b>Performance Indicators</b>	Explain the purpose of internal accounting controls (SP)
<b>Performance Element</b>	<b>Conduct an audit to verify the integrity of a business's financial reporting process, accounting functions, and internal controls.</b>
<b>Performance Indicators</b>	Explain the nature of audits (SP)

<b>Instructional Area</b>	<b>Financial Analysis (cont'd)</b>
<b>Performance Element</b>	<b>Perform tax accounting functions to lessen clients' tax burdens.</b>
<b>Performance Indicators</b>	Explain record keeping procedures for tax accounting (SP) Identify tax issues for clients (SP) Explain the role of accountants in income tax planning (SP) Integrate tax strategies with family financial goals (SP) Discuss the nature of corporate tax accounting (SP)
<b>Instructional Area</b>	<b>Financial-Information Management</b>
<b>Performance Element</b>	<b>Utilize financial information technology tools to manage financial information and perform work responsibilities.</b>
<b>Performance Indicators</b>	Data mine accounting records for financial information (SP)

<b>Course Title</b>	<b>Advanced Computer Applications for Business</b>
<b>Description</b>	In <i>Advanced Computer Applications for Business</i> , students become increasingly familiar with computer hardware and computer software. Students demonstrate knowledge of advanced e-mail functions, word-processing applications, presentation applications, database applications, and spreadsheet applications as they are used in a business environment. Students create a web page for business use, abide by risk management procedures and policies for technology, and determine a venture's information technology needs.
<b>Performance Indicators</b>	32
<b>Credit</b>	3 credits
<b>Recommended Sequence</b>	First semester of grade 13
<b>Instructional Area</b>	<b>Information Management</b>
<b>Performance Element</b>	<b>Acquire a foundational knowledge of information management to understand its nature and scope.</b>
<b>Performance Indicators</b>	Explain the role of ethics in information management (NF:111) (SP) Explain legal issues associated with information management (NF:076) (SP)
<b>Performance Element</b>	<b>Utilize computer's operating system to manage and perform work responsibilities.</b>
<b>Performance Indicators</b>	Move files in the computer operating system (CS)

<b>Instructional Area</b>	<b>Information Management (cont'd)</b>
<b>Performance Element</b>	<b>Utilize information-technology tools to manage and perform work responsibilities.</b>
<b>Performance Indicators</b>	<p>Describe types of computer networks (CS)</p> <p>Discuss the impact of the Internet on business organizations (CS)</p> <p>Demonstrate the use of hardware components (CS)</p> <p>Use an integrated business software application package (NF:088) (CS)</p> <p>Demonstrate collaborative/groupware applications (NF:011) (CS)</p> <p>Demonstrate advanced e-mail functions (SP)</p> <p>Demonstrate advanced web-search skills (SP)</p> <p>Demonstrate advanced word processing skills (SP)</p> <p>Demonstrate advanced presentation applications (SP)</p> <p>Demonstrate advanced database applications (SP)</p> <p>Demonstrate advanced spreadsheet applications (SP)</p> <p>Demonstrate advanced graph and chart applications</p> <p>Create and post basic web page (NF:042) (SP)</p> <p>Create a web page for business applications (SP)</p> <p>Establish specifications for selecting hardware/software systems (NF:091) (MN)</p> <p>Determine venture's information technology needs (NF:012) (MN)</p>
<b>Performance Element</b>	<b>Maintain business records to facilitate business operations.</b>
<b>Performance Indicators</b>	<p>Describe the nature of business records (NF:001, NF LAP 1) (SP)</p> <p>Maintain customer records (NF:002) (SP)</p>
<b>Instructional Area</b>	<b>Operations</b>
<b>Performance Element</b>	<b>Troubleshoot problems with office equipment to make repairs and/or to obtain technical support.</b>
<b>Performance Indicators</b>	<p>Isolate and identify source of technical problem (CS)</p> <p>Follow manufacturer's written procedures to fix technical problem (CS)</p> <p>Obtain technical support services (CS)</p>
<b>Performance Element</b>	<b>Abide by risk management policies and procedures for technology to minimize loss.</b>
<b>Performance Indicators</b>	<p>Discuss ethical issues associated with business computer use (CS)</p> <p>Explain security issues associated with business computer use (CS)</p> <p>Adhere to technology safety and security policies (e.g., acceptable use policy, web page policies) (CS)</p> <p>Apply ergonomic techniques to technology tasks (CS)</p> <p>Adhere to laws pertaining to computer crime, fraud, and abuse (CS)</p> <p>Follow procedures used to restart and recover from computer situations (e.g., system failure, virus infection) (CS)</p> <p>Follow policies to prevent loss of data integrity (CS)</p> <p>Adhere to organization's policies for technology use (CS)</p>



<b>Course Title</b>	<b>Managerial Accounting</b>
<b>Description</b>	This course focuses on the fundamentals of managerial cost accounting. Students develop knowledge and skills in the areas of cost accounting, budgeting, internal accounting controls, and auditing. Students also acquire an understanding of the role of responsibility in accounting, and they develop the skills necessary to make business decisions based on accounting data.
<b>Performance Indicators</b>	39
<b>Credit</b>	3 credits
<b>Recommended Sequence</b>	Second semester of grade 13
<b>Instructional Area</b>	<b>Financial Analysis</b>
<b>Performance Element</b>	<b>Manage financial resources to ensure solvency.</b>
<b>Performance Indicators</b>	Describe the nature of budgets (FI:106, FI LAP 3) (SP) Explain the nature of operating budgets (FI:098) (SU) Describe the nature of cost/benefit analysis (FI:357) (MN) Determine relationships among total revenue, marginal revenue, output, and profit (FI:358) (MN) Develop company's/department's budget (FI:099) (MN) Forecast sales (FI:096, IM LAP 4) (MN)
<b>Performance Element</b>	<b>Classify, record, and summarize data to produce needed financial information.</b>
<b>Performance Indicators</b>	Project future revenues and expenses (MN) Apply bankruptcy prediction models (MN)
<b>Performance Element</b>	<b>Perform specialized accounting procedures to track cash flow.</b>
<b>Performance Indicators</b>	Analyze accounting records to make business decisions (MN)

<b>Instructional Area</b>	<b>Financial Analysis (cont'd)</b>
<b>Performance Element</b>	<b>Utilize cost accounting methods to track, record, and analyze business costs.</b>
<b>Performance Indicators</b>	Determine the cost of inventory (SP) Compute overhead rates (SP) Apply overhead to jobs (MN) Conduct cost-volume-profit analysis (MN) Develop standard variable costs for a product (MN) Calculate variances (MN) Conduct variance analysis (MN) Perform cost allocation functions (MN) Prepare cost of production reports (MN)
<b>Performance Element</b>	<b>Prepare budget reports to make business decisions.</b>
<b>Performance Indicators</b>	Process preliminary budget detail (MN) Prepare budget reports (MN) Determine relevant cost and revenue data for decision-making purposes (MN)
<b>Performance Element</b>	<b>Determine suitable internal accounting controls to ensure the proper recording of financial transactions.</b>
<b>Performance Indicators</b>	Determine the components of internal accounting control procedures (MN) Maintain internal accounting controls (MN)
<b>Performance Element</b>	<b>Conduct an audit to verify the integrity of a business's financial reporting process, accounting functions, and internal controls.</b>
<b>Performance Indicators</b>	Discuss the nature of the Statement on Auditing Standards No.99 (Considerations of Fraud in a Financial Statement Audit) (MN) Conduct an audit (MN) Prepare auditing reports (MN)
<b>Instructional Area</b>	<b>Operations</b>
<b>Performance Element</b>	<b>Implement expense-control strategies to enhance a business's financial wellbeing.</b>
<b>Performance Indicators</b>	Explain the nature of overhead/operating costs (OP:024) (SP)

<b>Instructional Area</b>	<b>Professional Development</b>
<b>Performance Element</b>	<b>Understand the fundamentals of cost accounting to obtain a foundation for employment in the accounting industry.</b>
<b>Performance Indicators</b>	<p>Explain the nature of managerial cost accounting (e.g., activities, costs, cost drivers, etc.) (SP)</p> <p>Discuss the use of cost-volume-profit analysis (SP)</p> <p>Discuss cost accounting systems (e.g., job order costing, process costing, activity-based costing [ABC], project costing, etc.) (SP)</p> <p>Explain the nature of cost accounting decision making (SP)</p> <p>Discuss the nature of cost accounting budgets (SP)</p> <p>Discuss the use of variance analysis for cost accounting (SP)</p> <p>Discuss the nature of cost allocation (SP)</p>
<b>Performance Element</b>	<b>Understand the significance of responsibility in accounting to act appropriately in the workplace.</b>
<b>Performance Indicators</b>	<p>Describe social responsibility in accounting (SP)</p> <p>Discuss responsibility accounting (SP)</p>
<b>Instructional Area</b>	<b>Financial-Information Management</b>
<b>Performance Element</b>	<b>Utilize financial information technology tools to manage financial information and perform work responsibilities.</b>
<b>Performance Indicators</b>	<p>Demonstrate budgeting applications (SP)</p> <p>Demonstrate financial analysis applications (SP)</p> <p>Demonstrate advanced database applications (SP)</p>

<b>Course Title</b>	<b>Business Law and Ethics</b>
<b>Description</b>	In this course, students develop an understanding of laws and regulations that impact business. Topics included are contract law, environmental law, administrative law, employment law, and commerce law. Students also acquire knowledge of business torts, ethical dilemmas encountered in the workplace, sources of law, and the United States' judicial system and legal procedure.
<b>Performance Indicators</b>	36
<b>Credit</b>	3 credits
<b>Recommended Sequence</b>	Second semester of grade 13
<b>Instructional Area</b>	<b>Business Law</b>
<b>Performance Element</b>	<b>Acquire foundational knowledge of business laws and regulations to understand their nature and scope.</b>
<b>Performance Indicators</b>	Discuss the nature of law and sources of law in the United States (BL:067) (SP) Describe the United States' judicial system (BL:068) (SP) Discuss the nature of the United States Constitution (SP) Describe legal issues affecting businesses (BL:001) (SP)
<b>Performance Element</b>	<b>Understand the civil foundations of the legal environment of business to demonstrate knowledge of contracts.</b>
<b>Performance Indicators</b>	Distinguish between torts and crimes (SP) Describe crimes affecting businesses (SP) Identify the basic torts relating to business enterprises (BL:069) (SP) Describe unfair business practices (SP) Describe the nature of legally binding contracts (BL:002) (SP) Explain the nature of contract exclusivity (BL:050) (SP) Discuss the nature of contract suspensions (SP) Explain the nature of contract terminations (SP)

<b>Instructional Area</b>	<b>Business Law (cont'd)</b>
<b>Performance Element</b>	<b>Explore the regulatory environment of United States' businesses to understand the diversity of regulations.</b>
<b>Performance Indicators</b>	<p>Describe the nature of legal procedure (BL:070) (SP)</p> <p>Discuss the nature of debtor-creditor relationships (BL:071) (SP)</p> <p>Discuss the nature of agency relationships (BL:072) (SP)</p> <p>Discuss the nature of bankruptcy law (SP)</p> <p>Discuss the nature of environmental law (BL:073) (SP)</p> <p>Discuss the role of administrative law (BL:074) (SP)</p> <p>Describe the nature of the Uniform Commercial Code (UCC) (SP)</p> <p>Describe methods used to protect intellectual property (BL:051) (SP)</p> <p>Discuss the impact of the Internet on business law (SP)</p> <p>Describe the nature of product liability law (SP)</p>
<b>Performance Element</b>	<b>Understand human-resources laws and regulations to facilitate business operations</b>
<b>Performance Indicators</b>	<p>Explain unfair labor practices (SP)</p> <p>Explain the nature of human resources regulations (BL:007) (SU)</p> <p>Explain the nature of workplace regulations (including OSHA, ADA) (BL:008) (SU)</p> <p>Discuss employment relationships (BL:075) (SU)</p>
<b>Performance Element</b>	<b>Acquire knowledge of commerce laws and regulations to continue business operations.</b>
<b>Performance Indicators</b>	<p>Explain the nature of trade regulations (BL:004) (MN)</p> <p>Describe the impact of anti-trust legislation (BL:076) (MN)</p>
<b>Instructional Area</b>	<b>Emotional Intelligence</b>
<b>Performance Element</b>	<b>Acquire foundational knowledge of business ethics to demonstrate trustworthiness.</b>
<b>Performance Indicators</b>	<p>Describe ethics theories (SP)</p> <p>Discuss the relationship of ethics and law (SP)</p> <p>Describe the nature and scope of corporate social responsibility (SP)</p> <p>Distinguish business ethics from social responsibility (SP)</p> <p>Explain environmental factors that shape ethical decision making (MN)</p> <p>Explain the nature of organizational culture (EI:064) (MN)</p> <p>Describe the impact of an organization's culture on ethical decision making (MN)</p> <p>Discuss the nature and scope of ethical conflict (MN)</p>

<b>Course Title</b>	<b>Grade 13 Finance Internship</b>
<b>Description</b>	Students obtain 15-20 hours of planned, evaluated work experience weekly in jobs that reflect one of the five finance pathways. Course enables students to utilize their studies, expand their perceptions of the work environment, and gain practical experience. Students are encouraged to maintain the same work site throughout their postsecondary experience.
<b>Performance Indicators</b>	72
<b>Credit</b>	Three credits per semester
<b>Recommended Sequence</b>	Both semesters of grade 13
<b>Instructional Area</b>	<b>Business Law</b>
<b>Performance Element</b>	<b>Acquire foundational knowledge of business laws and regulations to understand their nature and scope.</b>
<b>Performance Indicators</b>	Describe legal issues affecting businesses (BL:001) (SP)
<b>Instructional Area</b>	<b>Communication Skills</b>
<b>Performance Element</b>	<b>Read to acquire meaning from written material and to apply the information to a task.</b>
<b>Performance Indicators</b>	Identify sources that provide relevant, valid written material (CO:054) (PQ) Extract relevant information from written materials (CO:055) (PQ)
<b>Performance Element</b>	<b>Apply active listening skills to demonstrate understanding of what is being said.</b>
<b>Performance Indicators</b>	Follow directions (CO:119) (PQ) Demonstrate active listening skills (CO:017) (PQ)
<b>Performance Element</b>	<b>Apply verbal skills to obtain and convey information.</b>
<b>Performance Indicators</b>	Ask relevant questions (CO:058) (PQ) Provide legitimate responses to inquiries (CO:060) (PQ) Employ communication styles appropriate to target audience (CO:084) (CS) Defend ideas objectively (CO:061) (CS) Participate in group discussions (CO:053) (CS)

<b>Instructional Area</b>	<b>Communication Skills (cont'd)</b>
<b>Performance Element</b>	<b>Write internal and external business correspondence to convey and obtain information effectively.</b>
<b>Performance Indicators</b>	Select and utilize appropriate formats for professional writing (CO:088) (CS) Edit and revise written work consistent with professional standards (CO:089) (CS)
<b>Instructional Area</b>	<b>Customer Relations</b>
<b>Performance Element</b>	<b>Foster positive relationships with customers to enhance company image.</b>
<b>Performance Indicators</b>	Demonstrate a customer-service mindset (CR:004, HR LAP 32) (CS) Reinforce service orientation through communication (CR:005) (CS)
<b>Instructional Area</b>	<b>Emotional Intelligence</b>
<b>Performance Element</b>	<b>Develop personal traits to foster career advancement.</b>
<b>Performance Indicators</b>	Exhibit self-confidence (EI:023) (PQ) Demonstrate interest and enthusiasm (EI:020, HR LAP 20) (PQ) Demonstrate initiative (EI:024, EI LAP 2) (PQ)
<b>Performance Element</b>	<b>Apply ethics to demonstrate trustworthiness.</b>
<b>Performance Indicators</b>	Demonstrate responsible behavior (EI:021, PD LAP 7) (PQ) Demonstrate honesty and integrity (EI:022, HR LAP 19) (PQ) Demonstrate ethical work habits (EI:004, EI LAP 4) (PQ)
<b>Performance Element</b>	<b>Exhibit techniques to manage emotional reactions to people and situations.</b>
<b>Performance Indicators</b>	Exhibit positive attitude (EI:019, EI LAP 3) (PQ) Demonstrate self control (EI:025, HR LAP 18) (PQ) Explain the use of feedback for personal growth (EI:003, HR LAP 3) (PQ) Adjust to change (EI:026, HR LAP 8) (PQ)
<b>Performance Element</b>	<b>Identify with others' feelings, needs, and concerns to enhance interpersonal relations.</b>
<b>Performance Indicators</b>	Respect the privacy of others (EI:029) (PQ) Show empathy for others (EI:030, EI LAP 12) (PQ) Exhibit cultural sensitivity (EI:033, EI LAP 11) (CS)

<b>Instructional Area</b>	<b>Emotional Intelligence (cont'd)</b>
<b>Performance Element</b>	<b>Manage stressful situations to minimize negative workplace interactions.</b>
<b>Performance Indicators</b>	Use appropriate assertiveness (EI:008, HR LAP 16) (PQ) Use conflict-resolution skills (EI:015, EI LAP 7) (CS) Explain the nature of stress management (EI:028) (SP)
<b>Performance Element</b>	<b>Implement teamwork techniques to accomplish goals.</b>
<b>Performance Indicators</b>	Participate as a team member (EI:045) (CS) Demonstrate teamwork skills (EI:010) (CS)
<b>Performance Element</b>	<b>Employ leadership skills to achieve workplace objectives.</b>
<b>Performance Indicators</b>	Demonstrate adaptability (EI:006) (CS) Develop an achievement orientation (EI:027, EI LAP 10) (CS) Lead change (EI:005) (CS)
<b>Performance Element</b>	<b>Manage internal and external business relationships to foster positive interactions.</b>
<b>Performance Indicators</b>	Treat others fairly at work (EI:036, HR LAP 24) (PQ) Foster positive working relationships (EI:037, EI LAP 5) (CS)
<b>Performance Element</b>	<b>Acquire foundational knowledge of business ethics to demonstrate trustworthiness.</b>
<b>Performance Indicators</b>	Describe the nature and scope of corporate social responsibility (SP) Distinguish business ethics from social responsibility (SP) Explain environmental factors that shape ethical decision making (MN) Explain the nature of organizational culture (EI:064) (MN) Describe the impact of an organization's culture on ethical decision making (MN) Discuss the nature and scope of ethical conflict (MN)
<b>Instructional Area</b>	<b>Financial Analysis</b>
<b>Performance Element</b>	<b>Understand the fundamental principles of money needed to make financial exchanges.</b>
<b>Performance Indicators</b>	Explain the time value of money (FI:062) (CS)



<b>Instructional Area</b>	<b>Financial Analysis (cont'd)</b>
<b>Performance Element</b>	<b>Manage financial resources to ensure solvency.</b>
<b>Performance Indicators</b>	Calculate financial ratios (FI:097) (MN) Interpret financial statements (FI:102) (MN)
<b>Instructional Area</b>	<b>Information Management</b>
<b>Performance Element</b>	<b>Use information literacy skills to increase workplace efficiency and effectiveness.</b>
<b>Performance Indicators</b>	Assess information needs (NF:077) (CS) Obtain needed information efficiently (NF:078) (CS) Evaluate quality and source of information (NF:079) (CS) Apply information to accomplish a task (NF:080) (CS)
<b>Performance Element</b>	<b>Maintain business records to facilitate business operations.</b>
<b>Performance Indicators</b>	Describe the nature of business records (NF:001, NF LAP 1) (SP)
<b>Instructional Area</b>	<b>Marketing</b>
<b>Performance Element</b>	<b>Acquire foundational knowledge of customer/client/business behavior to understand what motivates decision-making.</b>
<b>Performance Indicators</b>	Discuss actions employees can take to achieve the company's desired results (MK:015) (SP)
<b>Instructional Area</b>	<b>Operations</b>
<b>Performance Element</b>	<b>Abide by risk management policies and procedures for technology to minimize loss.</b>
<b>Performance Indicators</b>	Discuss ethical issues associated with business computer use (CS) Explain security issues associated with business computer use (CS) Adhere to technology safety and security policies (e.g., acceptable use policy, web page policies) (CS) Apply ergonomic techniques to technology tasks (CS) Adhere to laws pertaining to computer crime, fraud, and abuse (CS) Follow procedures used to restart and recover from computer situations (e.g., system failure, virus infection) (CS) Follow policies to prevent loss of data integrity (CS) Adhere to organization's policies for technology use (CS)

<b>Instructional Area</b>	<b>Professional Development</b>
<b>Performance Element</b>	<b>Acquire self-development skills to enhance relationships and improve efficiency in the work environment.</b>
<b>Performance Indicators</b>	Maintain appropriate personal appearance (PD:002, PD LAP 5) (PQ) Demonstrate systematic behavior (PD:009, HR LAP 4) (PQ)
<b>Performance Element</b>	<b>Utilize critical-thinking skills to determine best options/outcomes.</b>
<b>Performance Indicators</b>	Explain the need for innovation skills (PD:126) (CS) Make decisions (PD:017, PD LAP 10) (CS) Demonstrate problem-solving skills (PD:077, IS LAP 2) (CS) Demonstrate appropriate creativity (PD:012, PD LAP 2) (SP) Use time-management skills (PD:019, OP LAP 1) (SP)
<b>Instructional Area</b>	<b>Compliance</b>
<b>Performance Element</b>	<b>Acquire a foundational knowledge of compliance to understand its nature and scope.</b>
<b>Performance Indicators</b>	Describe the use of technology in compliance (SP) Explain the role of business ethics in compliance (SP)
<b>Instructional Area</b>	<b>Financial-Information Management</b>
<b>Performance Element</b>	<b>Understand the importance of accurately reporting a business's financial position to provide information in a proper manner.</b>
<b>Performance Indicators</b>	Describe the need to accurately report a business's financial position (CS)
<b>Performance Element</b>	<b>Acquire foundational knowledge of financial information analysis to aid in financial decision-making.</b>
<b>Performance Indicators</b>	Discuss the impact of economic conditions on finance (SP) Describe the impact of international events on finance (SP)

**Career Courses:  
Grade 14**

During grade 14, students should enroll in 15 hours each semester. The curriculum will be composed solely of career courses. *Banking Services*, *Securities and Investments*, *Principles of Management*, and *Principles of Marketing* are all to be taken during the first semester of grade 14. During the second semester, students should take *Insurance*, *Principles of Corporate Finance*, *Business Risk Management*, and *Organizational Behavior*. Students should also continue their internship during both semesters.

Upon coursework completion, students will have a broad foundation in business administration as well as a concentration in finance. More advanced study in business administration/finance can be pursued at four-year institutions where students can specialize in a finance pathway.

**Alternative  
Assessment**

At the end of the 14<sup>th</sup> year, students should have completed their portfolios. The completed portfolios should contain a final listing of knowledge and skills acquired by the students and letters of recommendation from employer(s).

The following rubrics could also be used to assess student mastery of *Securities and Investments* course content:

Marketing Education Resource Center. (2006). *Performance assessment rubric: Closing the sale*. Columbus, OH: Author.

Marketing Education Resource Center. (2006). *Performance assessment rubric: Converting objections into selling points*. Columbus, OH: Author.

The following rubrics could also be used to assess student mastery of *Principles of Management* course content:

Marketing Education Resource Center. (2006). *Performance assessment rubric: Conducting an environmental scan*. Columbus, OH: Author.

Marketing Education Resource Center. (2006). *Performance assessment rubric: Developing a project plan*. Columbus, OH: Author.

The following rubrics could also be used to assess student mastery of *Insurance* course content:

Marketing Education Resource Center. (2006). *Performance assessment rubric: Closing the sale*. Columbus, OH: Author.

Marketing Education Resource Center. (2006). *Performance assessment rubric: Determining client/customer needs (Sales)*. Columbus, OH: Author.

Marketing Education Resource Center. (2006). *Performance assessment rubric: Using negotiation skills*. Columbus, OH: Author.

The following rubrics could also be used to assess student mastery of *Organizational Behavior* course content:

Marketing Education Resource Center. (2002). *Performance assessment rubric: Using time-management principles*. Columbus, OH: Author.

**CTSO  
Involvement**

Students should be encouraged to continue their membership in BPA or Phi Beta Lambda. They should participate in competitive events, if possible. Students should demonstrate leadership in the organization by serving as officers and/or committee chairpersons.

**Experiential  
Learning/  
Business  
Community  
Involvement**

Students should continue participation in an internship in a job that requires the student to demonstrate advanced finance knowledge and skills.

<b>Course Title</b>	<b>Banking Services</b>
<b>Description</b>	This course expands student understanding of banking services. Students acquire knowledge of federal banking regulations, banking technology, and selling, and they develop skills in carrying out routine banking practices and procedures. Types of banking institutions are stressed, and career opportunities in banking services are introduced.
<b>Performance Indicators</b>	46
<b>Credit</b>	3 credits
<b>Recommended Sequence</b>	First semester of grade 14
<b>Instructional Area</b>	<b>Business Law</b>
<b>Performance Element</b>	<b>Understand regulations governing banking services to adhere to government requirements.</b>
<b>Performance Indicators</b>	Discuss e-compliance issues in banking services (SP) Discuss federal regulation of lending functions (SP) Discuss federal regulation of operations functions in banking services (SP) Discuss the responsibilities of regulatory agencies that oversee the banking industry (SP)
<b>Instructional Area</b>	<b>Customer Relations</b>
<b>Performance Element</b>	<b>Foster positive relationships with customers to enhance company image.</b>
<b>Performance Indicators</b>	Discuss the importance of meeting and exceeding customer expectations (CS) Describe the relationships that institutions providing banking services have with their communities (SP)
<b>Instructional Area</b>	<b>Emotional Intelligence</b>
<b>Performance Element</b>	<b>Use communication skills to foster open, honest communications.</b>
<b>Performance Indicators</b>	Explain ethical considerations in providing information (EI:038) (SP)

<b>Instructional Area</b>	<b>Financial Analysis</b>
<b>Performance Element</b>	<b>Utilize financial formulas to aid in the growth and stability of banking services.</b>
<b>Performance Indicators</b>	Explain key ratios/terms in banking (SP) Compute key banking calculations (e.g., interest, annual percentage rate, etc.) (SP)
<b>Instructional Area</b>	<b>Information Management</b>
<b>Performance Element</b>	<b>Acquire fundamental knowledge of banking technology to increase workplace efficiency and effectiveness.</b>
<b>Performance Indicators</b>	Discuss the impact of technology on the banking industry (SP)
<b>Instructional Area</b>	<b>Operations</b>
<b>Performance Element</b>	<b>Acquire knowledge of bank security programs to minimize chance for loss.</b>
<b>Performance Indicators</b>	Discuss procedures for the secure handling of cash (CS) Discuss the secure handling of checks (CS) Explain procedures for detecting and reporting counterfeit currency (CS) Describe crimes to which a bank could fall victim (e.g., fraud, robbery, phishing, etc.) (CS) Discuss the elements and role of a bank security program (SP)
<b>Performance Element</b>	<b>Perform daily banking activities to process cash.</b>
<b>Performance Indicators</b>	Process damaged and/or mutilated currency and coin (CS) Order and deposit currency/coin (CS) Deposit checks (CS) Fill/empty ATMs (Automatic Teller Machines) (CS) Handle differences in cash received/deposited (SP) Identify requirements for transporting cash (SP) Discuss the role of the Federal Reserve System in banking operations (SP)
<b>Performance Element</b>	<b>Underwrite loan applications to determine creditworthiness of customers.</b>
<b>Performance Indicators</b>	Describe the loan application generating process (SP) Explain the process of credit analysis (SP) Describe factors affecting loan pricing and loan structuring (SP) Underwrite a loan application (SP)

<b>Instructional Area</b>	<b>Professional Development</b>
<b>Performance Element</b>	<b>Acquire knowledge of the banking industry to understand the environment in which its services are offered.</b>
<b>Performance Indicators</b>	Explain the evolution of commercial banking (SP) Discuss ethical issues in the banking industry (SP)
<b>Performance Element</b>	<b>Understand types of banking institutions to be aware of their roles in providing banking services.</b>
<b>Performance Indicators</b>	Describe the nature of the national banking system (SP) Explain the role of central banks (SP) Describe the nature of retail banking (SP) Explain the nature of investment banking (SP) Explain the nature of financial services companies (universal banks) (SP) Discuss the role of credit unions (SP) Explain the role of savings and loan associations (SP)
<b>Performance Element</b>	<b>Acquire knowledge of banking processes and services to facilitate workplace activities.</b>
<b>Performance Indicators</b>	Describe basic teller performance standards (CS) Discuss the nature of loan products (SP) Describe trust services available to customers (SP)
<b>Performance Element</b>	<b>Understand careers in banking services to determine which role and responsibilities best match personal abilities and traits.</b>
<b>Performance Indicators</b>	Explain the role and responsibilities of administrative careers in banking services (CS) Describe the role and responsibilities of executive/managerial careers in banking services (SP)
<b>Instructional Area</b>	<b>Product/Service Management</b>
<b>Performance Element</b>	<b>Position financial products/services to acquire desired business image.</b>
<b>Performance Indicators</b>	Describe factors used to position financial products/services (SP) Explain the nature of financial product/service branding (SP)

<b>Instructional Area</b>	<b>Selling</b>
<b>Performance Element</b>	<b>Utilize sales techniques to generate new business.</b>
<b>Performance Indicators</b>	Describe the importance of selling in the banking industry (CS) Cross-sell banking products and services (CS) Demonstrate the relationship-selling process (CS) Assist a customer in the opening of an account (CS)



<b>Course Title</b>	<b>Securities and Investments</b>
<b>Description</b>	<i>Securities and Investments</i> furthers student understanding of investments and portfolio planning. Students acquire knowledge of investment risk, diversification, and investment analysis, and they consider legal and ethical issues affecting the investments industry. Students are introduced to the selling process for securities and investments, and they have the opportunity to establish investment goals, interpret financial ratios, and conduct fundamental analysis to select sound investments.
<b>Performance Indicators</b>	47
<b>Credit</b>	3 credits
<b>Recommended Sequence</b>	First semester of grade 14
<b>Instructional Area</b>	<b>Business Law</b>
<b>Performance Element</b>	<b>Understand regulation of the securities and investments industry to adhere to government requirements.</b>
<b>Performance Indicators</b>	Discuss legal and ethical considerations in buying and selling securities (SP) Discuss state regulation of the securities and investments industry (SP) Explain the role of the National Association of Securities Dealers (NASD) in the regulation of securities and investments (SP)
<b>Instructional Area</b>	<b>Emotional Intelligence</b>
<b>Performance Element</b>	<b>Use communication skills to influence others.</b>
<b>Performance Indicators</b>	Persuade others (EI:012) (SP)
<b>Instructional Area</b>	<b>Financial Analysis</b>
<b>Performance Element</b>	<b>Use investment strategies to ensure financial wellbeing.</b>
<b>Performance Indicators</b>	Establish investment goals and objectives (FI:079) (MN)

<b>Instructional Area</b>	<b>Financial Analysis (cont'd)</b>
<b>Performance Element</b>	<b>Acquire fundamental knowledge of investment analysis and selection to make prudent investment decisions.</b>
<b>Performance Indicators</b>	<p>Discuss types of investment objectives (SP)</p> <p>Discuss the nature of investment risk (SP)</p> <p>Describe the nature of diversification strategies (SP)</p> <p>Explain factors to consider when selecting investments (SP)</p> <p>Explain information that can be obtained from financial statements (SP)</p> <p>Describe information that can be obtained from annual reports (SP)</p> <p>Explain fundamental analysis used in making investment decisions (SP)</p> <p>Describe the nature of technical analysis (SP)</p> <p>Explain strategies for selecting investments (SP)</p>
<b>Performance Element</b>	<b>Select investments to generate revenue for clients.</b>
<b>Performance Indicators</b>	<p>Interpret financial ratios significant to investors (SP)</p> <p>Calculate stock-related values (e.g., the value of a constant growth stock, the expected value of future dividends, the expected rate of return, etc.) (SP)</p> <p>Calculate bond-related values (e.g., the price of a bond given its yield to maturity, the coupon interest payment for a bond, the effects of interest rates on the price of a bond, etc.) (SP)</p> <p>Assess securities' fundamentals (SP)</p> <p>Choose investments based on fundamental analysis (SP)</p>
<b>Instructional Area</b>	<b>Professional Development</b>
<b>Performance Element</b>	<b>Understand careers in securities and investments to determine which role and responsibilities best match personal abilities and traits.</b>
<b>Performance Indicators</b>	Describe the role and responsibilities of individuals in the securities and investments industry (SP)
<b>Performance Element</b>	<b>Explore licensing and certification in the securities and investments industry to enhance professional development.</b>
<b>Performance Indicators</b>	<p>Describe the Series 6 and Series 7 licensing exams required to sell securities and other financial products (SP)</p> <p>Explain professional designations in the securities and investments industry (e.g., CFS, CFA, BCAA, BCS, CSC, CFP, etc.) (SP)</p>

<b>Instructional Area</b>	<b>Professional Development (cont'd)</b>
<b>Performance Element</b>	<b>Acquire knowledge of the securities and investments industry to understand the environment in which its services are offered.</b>
<b>Performance Indicators</b>	<p>Discuss considerations in selecting a securities sales agent (SP)</p> <p>Describe types of securities and investment firms (SP)</p> <p>Describe how securities are traded (SP)</p> <p>Explain the principal factors that affect securities markets (SP)</p> <p>Explain causes of stock price fluctuations (SP)</p> <p>Discuss the relationship between bond prices and yields (SP)</p>
<b>Instructional Area</b>	<b>Product/Service Management</b>
<b>Performance Element</b>	<b>Position company to acquire desired business image.</b>
<b>Performance Indicators</b>	<p>Explain the nature of corporate branding (SP)</p> <p>Describe factors used by businesses to position corporate brands (SP)</p>
<b>Instructional Area</b>	<b>Selling</b>
<b>Performance Element</b>	<b>Utilize sales processes and techniques to aid in successfully completing the sale.</b>
<b>Performance Indicators</b>	<p>Schedule appointments with prospective clients (SP)</p> <p>Interview client (SP)</p> <p>Obtain information on the client's finances and investment goals (SP)</p> <p>Determine investment strategies for meeting client's investment goals (SP)</p> <p>Develop an investment recommendation for the client (SP)</p> <p>Prepare sales presentation materials (SP)</p> <p>Present investment recommendation to client (SP)</p> <p>Convert objections into selling points (SP)</p> <p>Close the securities/investment sale (SP)</p> <p>Complete the order ticket according to the client's instructions (SP)</p> <p>Enter the order (SP)</p> <p>Follow up on the completion of the transaction (SP)</p> <p>Monitor the client's portfolio (SP)</p>
<b>Performance Element</b>	<b>Acquire product knowledge to communicate product benefits and to ensure appropriateness of product for the client.</b>
<b>Performance Indicators</b>	<p>Describe the rights of stockholders (SP)</p> <p>Explain the nature of dividends (SP)</p> <p>Discuss the nature of stock splits (SP)</p> <p>Discuss the nature of options strategies (SP)</p>

<b>Course Title</b>	<b>Principles of Management</b>
<b>Description</b>	<i>Principles of Management</i> expands student understanding of management. It exposes students to management functions and several types of management, including human resources management, information management, knowledge management, project management, quality management, risk management, and strategic management. Managerial ethics are stressed, and students develop managerial and supervisory skills throughout the course.
<b>Performance Indicators</b>	47
<b>Credit</b>	3 credits
<b>Recommended Sequence</b>	First semester of grade 14
<b>Instructional Area</b>	<b>Customer Relations</b>
<b>Performance Element</b>	<b>Foster positive relationships with customers to enhance company image.</b>
<b>Performance Indicators</b>	Explain management's role in customer relations (CR:008) (MN)
<b>Instructional Area</b>	<b>Financial Analysis</b>
<b>Performance Element</b>	<b>Identify potential business threats and opportunities to protect a business's financial well-being.</b>
<b>Performance Indicators</b>	Identify speculative business risks (FI:080) (MN) Explain the nature of risk management (FI:084, BA LAP 2) (MN)
<b>Instructional Area</b>	<b>Human Resources Management</b>
<b>Performance Element</b>	<b>Understand the role and function of human resources management to obtain a foundational knowledge of its nature and scope.</b>
<b>Performance Indicators</b>	Explain the role of ethics in human resources management (HR:411) (SP) Describe the use of technology in human resources management (HR:412) (SP)

<b>Instructional Area</b>	<b>Human Resources Management (cont'd)</b>
<b>Performance Element</b>	<b>Implement organizational skills to facilitate others' work efforts.</b>
<b>Performance Indicators</b>	<p>Assist employees with prioritizing work responsibilities (HR:385) (SU)</p> <p>Delegate work to others (HR:386) (SU)</p> <p>Coordinate efforts of cross-functional teams to achieve project/company goals (HR:387) (SU)</p> <p>Manage collaborative efforts (HR:388) (SU)</p> <p>Harmonize tasks, projects, and employees in the context of business priorities (HR:389) (SU)</p>
<b>Performance Element</b>	<b>Staff a business unit to satisfy work demands while adhering to budget constraints.</b>
<b>Performance Indicators</b>	<p>Determine hiring needs (HR:353) (SU)</p> <p>Screen job applications/resumes (HR:354) (SU)</p> <p>Interview job applicants (HR:355) (SU)</p> <p>Discuss employee compensation (HR:390) (SU)</p> <p>Select and hire new employees (HR:356) (SU)</p> <p>Conduct exit interviews (HR:357) (SU)</p> <p>Dismiss/Fire employees (HR:358) (SU)</p> <p>Maintain human resources records (HR:359) (SU)</p>
<b>Performance Element</b>	<b>Manage staff growth and development to increase productivity and employee satisfaction.</b>
<b>Performance Indicators</b>	<p>Orient new employees (management's role) (HR:361, MN LAP 42) (SU)</p> <p>Explain the role of training and human resources development (HR:362, MN LAP 42) (SU)</p> <p>Explain the nature of management/supervisory training (HR:363, MN LAP 50) (SU)</p>
<b>Instructional Area</b>	<b>Information Management</b>
<b>Performance Element</b>	<b>Acquire information to guide business decision-making.</b>
<b>Performance Indicators</b>	<p>Describe current business trends (NF:013) (SP)</p> <p>Monitor internal records for business information (NF:014) (SP)</p> <p>Conduct an environmental scan to obtain business information (NF:015) (SP)</p> <p>Interpret statistical findings (NF:093) (SP)</p>

<b>Instructional Area</b>	<b>Professional Development</b>
<b>Performance Element</b>	<b>Explore professional development opportunities to enhance management skills.</b>
<b>Performance Indicators</b>	Identify continuing education courses or programs available to enhance management skills (SP) Describe certifications for management professionals (e.g., American Management Association [AMA], American National Standards Institute [ANSI]) (SP) Identify professional association opportunities for management professionals (e.g., educational opportunities, networking, conferences, newsletters, publications) (SP)
<b>Instructional Area</b>	<b>Strategic Management</b>
<b>Performance Element</b>	<b>Recognize management's role to understand its contribution to business success.</b>
<b>Performance Indicators</b>	Explain the nature of managerial ethics (SM:002) (MN) Describe factors that influence management (MN) Explain management theories and their applications (MN)
<b>Performance Element</b>	<b>Utilize planning tools to guide organization's/department's activities.</b>
<b>Performance Indicators</b>	Explain the nature of business plans (SM:007, SM LAP 1) (MN) Explain external planning considerations (SM:011, MN LAP 43) (MN)
<b>Performance Element</b>	<b>Control an organization's/department's activities to encourage growth and development.</b>
<b>Performance Indicators</b>	Describe the nature of managerial control (control process, types of control, what is controlled) (SM:004) (SP)
<b>Instructional Area</b>	<b>Knowledge Management</b>
<b>Performance Element</b>	<b>Acquire a foundational understanding of knowledge management to understand its nature and scope.</b>
<b>Performance Indicators</b>	Explain the nature of knowledge management (SP) Discuss the role of ethics in knowledge management (SP) Explain the use of technology in knowledge management (SP) Explain legal considerations for knowledge management (SP)

<b>Instructional Area</b>	<b>Project Management</b>
<b>Performance Element</b>	<b>Utilize project management skills to start, run, and end projects.</b>
<b>Performance Indicators</b>	Explain the nature of project management (OP:158) (SP) Explain the nature of a project life cycle (SP) Explain standard project-management processes (SP) Identify resources needed for project (OP:003) (SP) Develop project plan (OP:001) (SP) Apply project-management tools to monitor project progress (OP:002) (SP) Evaluate project results (OP:159) (SP)
<b>Instructional Area</b>	<b>Quality Management</b>
<b>Performance Element</b>	<b>Understand the role and function of quality management to obtain a foundational knowledge of its nature and scope.</b>
<b>Performance Indicators</b>	Explain the nature of quality management (SP) Describe the nature of quality management frameworks (e.g., Six Sigma, ITIL, CMMI) (SP)

<b>Course Title</b>	<b>Principles of Marketing</b>
<b>Description</b>	<i>Principles of Marketing</i> develops student understanding and skills in the functional areas of marketing: channel management, marketing-information management, market planning, pricing, product/service management, promotion, and selling. Students acquire an appreciation of each of the functions and their ethical and legal issues.
<b>Performance Indicators</b>	48
<b>Credit</b>	3 credits
<b>Recommended Sequence</b>	First semester of grade 14
<b>Instructional Area</b>	<b>Communication Skills</b>
<b>Performance Element</b>	<b>Write internal and external business correspondence to convey and obtain information effectively.</b>
<b>Performance Indicators</b>	Write persuasive messages (CO:031) (SP)
<b>Instructional Area</b>	<b>Channel Management</b>
<b>Performance Element</b>	<b>Acquire foundational knowledge of channel management to understand its role in marketing.</b>
<b>Performance Indicators</b>	<p>Explain the nature and scope of channel management (CM:001, DS LAP 1) (CS)</p> <p>Explain the relationship between customer service and channel management (CM:002) (CS)</p> <p>Explain the nature of channels of distribution (CM:003, MB LAP 3) (CS)</p> <p>Describe the use of technology in the channel management function (CM:004) (CS)</p> <p>Explain legal considerations in channel management (CM:005) (SP)</p> <p>Describe ethical considerations in channel management (CM:006) (SP)</p>
<b>Instructional Area</b>	<b>Market Planning</b>
<b>Performance Element</b>	<b>Employ marketing-information to develop a marketing plan.</b>
<b>Performance Indicators</b>	<p>Explain the concept of marketing strategies (MP:001, IM LAP 7) (CS)</p> <p>Explain the concept of market and market identification (MP:003, IM LAP 9) (CS)</p> <p>Explain the nature of marketing plans (MP:007) (SP)</p>



<b>Instructional Area</b>	<b>Marketing-Information Management</b>
<b>Performance Element</b>	<b>Acquire foundational knowledge of marketing-information management to understand its nature and scope.</b>
<b>Performance Indicators</b>	<p>Describe the need for marketing information (IM:012) (CS)</p> <p>Identify information monitored for marketing decision making (IM:184) (SP)</p> <p>Explain the nature and scope of the marketing information management function (IM:001, IM LAP 2) (SP)</p> <p>Explain the role of ethics in marketing-information management (IM:025) (SP)</p> <p>Describe the use of technology in the marketing-information management function (IM:183) (SP)</p> <p>Describe the regulation of marketing-information management (IM:419) (SP)</p>
<b>Performance Element</b>	<b>Understand marketing-research activities to show command of their nature and scope.</b>
<b>Performance Indicators</b>	<p>Explain the nature of marketing research (IM:010, IM LAP 5) (SP)</p> <p>Discuss the nature of marketing research problems/issues (IM:282) (SP)</p>
<b>Performance Element</b>	<b>Understand marketing-research design considerations to evaluate their appropriateness for the research problem/issue.</b>
<b>Performance Indicators</b>	<p>Describe methods used to design marketing-research studies (i.e., descriptive, exploratory, and causal) (IM:283) (SP)</p> <p>Describe options businesses use to obtain marketing-research data (i.e., primary and secondary research) (IM:281) (SP)</p>
<b>Instructional Area</b>	<b>Pricing</b>
<b>Performance Element</b>	<b>Develop a foundational knowledge of pricing to understand its role in marketing.</b>
<b>Performance Indicators</b>	<p>Explain the nature and scope of the pricing function (PI:001, PI LAP 2) (SP)</p> <p>Describe the role of business ethics in pricing (PI:015) (SP)</p> <p>Explain the use of technology in the pricing function (PI:016) (SP)</p> <p>Explain legal considerations for pricing (PI:017) (SP)</p> <p>Explain factors affecting pricing decisions (PI:002, PI LAP 3) (SP)</p>

<b>Instructional Area</b>	<b>Product/Service Management</b>
<b>Performance Element</b>	<b>Acquire a foundational knowledge of product/service management to understand its nature and scope.</b>
<b>Performance Indicators</b>	<p>Explain the nature and scope of the product/service management function (PM:001, PP LAP 5) (SP)</p> <p>Identify the impact of product life cycles on marketing decisions (PM:024) (SP)</p> <p>Describe the use of technology in the product/service management function (PM:039) (SP)</p> <p>Explain business ethics in product/service management (PM:040) (SP)</p>
<b>Performance Element</b>	<b>Apply quality assurances to enhance product/service offerings.</b>
<b>Performance Indicators</b>	<p>Describe the uses of grades and standards in marketing (PM:019, PM LAP 8) (CS)</p> <p>Explain warranties and guarantees (PM:020, PP LAP 4) (CS)</p> <p>Identify consumer protection provisions of appropriate agencies (PM:017, PP LAP 7) (SP)</p>
<b>Instructional Area</b>	<b>Promotion</b>
<b>Performance Element</b>	<b>Acquire a foundational knowledge of promotion to understand its nature and scope.</b>
<b>Performance Indicators</b>	<p>Explain the role of promotion as a marketing function (PR:001, PR LAP 2) (CS)</p> <p>Explain the types of promotion (PR:002, PR LAP 4) (CS)</p> <p>Identify the elements of the promotional mix (PR:003, PR LAP 1) (SP)</p> <p>Describe the use of business ethics in promotion (PR:099) (SP)</p> <p>Describe the use of technology in the promotion function (PR:100) (SP)</p> <p>Describe the regulation of promotion (PR:101) (SP)</p>
<b>Instructional Area</b>	<b>Selling</b>
<b>Performance Element</b>	<b>Acquire a foundational knowledge of selling to understand its nature and scope.</b>
<b>Performance Indicators</b>	<p>Explain the nature and scope of the selling function (SE:017, SE LAP 117) (CS)</p> <p>Explain the role of customer service as a component of selling relationships (SE:076, SE LAP 130) (CS)</p> <p>Explain key factors in building a clientele (SE:828, SE LAP 115) (SP)</p> <p>Explain company selling policies (SE:932, SE LAP 121) (CS)</p> <p>Explain business ethics in selling (SE:106, SE LAP 129) (SP)</p> <p>Describe the use of technology in the selling function (SE:107) (SP)</p> <p>Describe the nature of selling regulations (SE:108) (SP)</p>

<b>Instructional Area</b>	<b>Selling (cont'd)</b>
<b>Performance Element</b>	<b>Acquire product knowledge to communicate product benefits and to ensure appropriateness of product for the customer.</b>
<b>Performance Indicators</b>	Acquire product information for use in selling (SE:062) (CS) Analyze product information to identify product features and benefits (SE:109, SE LAP 113) (SP)
<b>Performance Element</b>	<b>Understand sales processes and techniques to enhance customer relationships and to increase the likelihood of making sales.</b>
<b>Performance Indicators</b>	Explain the selling process (SE:048, SE LAP 126) (CS)

<b>Course Title</b>	<b>Insurance</b>
<b>Description</b>	This course further develops student understanding of insurance. Students acquire knowledge of specialized types of insurance, insurance regulation, and insurance fraud. In addition, students hone their skills in many insurance specialties, including claims processing and insurance sales
<b>Performance Indicators</b>	46
<b>Credit</b>	3 credits
<b>Recommended Sequence</b>	Second semester of grade 14
<b>Instructional Area</b>	<b>Business Law</b>
<b>Performance Element</b>	<b>Understand regulation of the insurance industry to adhere to government requirements.</b>
<b>Performance Indicators</b>	Discuss federal and state regulation governing the insurance industry (SP) Explain the significance of the Consolidated Omnibus Budget Reconciliation Act (COBRA) (SP) Discuss Title I of the Health Insurance Portability and Accountability Act (HIPAA) (SP)
<b>Performance Element</b>	<b>Understand the legal environment of insurance to interpret insurance contracts.</b>
<b>Performance Indicators</b>	Discuss fundamental legal principles that pertain to insurance (e.g., indemnity, insurable interest, subrogation, utmost good faith) (MN)
<b>Instructional Area</b>	<b>Communication Skills</b>
<b>Performance Element</b>	<b>Write internal and external business correspondence to convey and obtain information effectively.</b>
<b>Performance Indicators</b>	Write executive summaries (CO:091) (SP)
<b>Instructional Area</b>	<b>Emotional Intelligence</b>
<b>Performance Element</b>	<b>Use communication skills to influence others.</b>
<b>Performance Indicators</b>	Demonstrate negotiation skills (EI:062, EI LAP 8) (SP)

<b>Instructional Area</b>	<b>Emotional Intelligence (cont'd)</b>
<b>Performance Element</b>	<b>Manage stressful situations to minimize negative workplace interactions.</b>
<b>Performance Indicators</b>	Explain the nature of stress management (EI:028) (SP)
<b>Instructional Area</b>	<b>Operations</b>
<b>Performance Element</b>	<b>Use investigative techniques to identify insurance fraud.</b>
<b>Performance Indicators</b>	Discuss the nature of insurance fraud (SP)
<b>Performance Element</b>	<b>Process a claim to fulfill company's legal obligation to client.</b>
<b>Performance Indicators</b>	Discuss the nature of insurance claims (CS) Process an insurance claim (SP) Interview claimant and witnesses (SP) Inspect property damage (SP) Compile claim report (SP) Negotiate with claimant (SP)
<b>Instructional Area</b>	<b>Professional Development</b>
<b>Performance Element</b>	<b>Acquire knowledge of the insurance industry to obtain a foundation for employment in insurance.</b>
<b>Performance Indicators</b>	Discuss the manner in which insurance companies generate income (SP) Discuss trends in the insurance industry (e.g., hacker insurance, identity theft insurance, etc.) (SP) Discuss licensing and certification in the insurance industry (SP)
<b>Performance Element</b>	<b>Analyze careers in insurance to determine which role and responsibilities best match personal abilities and traits.</b>
<b>Performance Indicators</b>	Discuss the role and responsibilities of an underwriter (SP) Discuss the role and responsibilities of an insurance sales representative (SP) Discuss the role and responsibilities of an actuary (SP) Discuss the role and responsibilities of claims personnel (SP) Explain the role and responsibilities of a loss control specialist (SP)

<b>Instructional Area</b>	<b>Product/Service Management</b>
<b>Performance Element</b>	<b>Employ financial product/service-mix to meet customer expectations.</b>
<b>Performance Indicators</b>	Identify financial product/service to fill customer need (MN)
<b>Performance Element</b>	<b>Position financial product/services to acquire desired business image.</b>
<b>Performance Indicators</b>	Explain the role of customer service in positioning/image (PM:013, PM LAP 1) (MN)
<b>Instructional Area</b>	<b>Selling</b>
<b>Performance Element</b>	<b>Acquire product knowledge to communicate product benefits and to ensure appropriateness of product for the customer.</b>
<b>Performance Indicators</b>	<p>Discuss components of flood and earthquake insurance (SP)</p> <p>Describe components of commercial property insurance (SP)</p> <p>Explain the nature of commercial liability insurance (SP)</p> <p>Discuss the nature of title insurance (SP)</p> <p>Discuss the nature of long-term care insurance (SP)</p> <p>Explain the nature of Medicare (SP)</p> <p>Discuss the nature of Medicaid (SP)</p> <p>Discuss the nature of unemployment insurance (SP)</p> <p>Explain the nature of workers compensation insurance (SP)</p> <p>Describe the nature of disability insurance (SP)</p> <p>Discuss the role of life insurance in investment and estate planning (SP)</p>
<b>Performance Element</b>	<b>Evaluate existing client insurance and risk management needs to generate more business.</b>
<b>Performance Indicators</b>	<p>Evaluate a client's insurance needs (SP)</p> <p>Recommend coverage upgrades to clients where appropriate (SP)</p>
<b>Performance Element</b>	<b>Utilize sales processes and techniques to aid in successfully completing the sale.</b>
<b>Performance Indicators</b>	<p>Identify prospective clients (SP)</p> <p>Schedule appointments with prospective clients (SP)</p> <p>Interview client (SP)</p> <p>Determine client's insurance needs (SP)</p> <p>Prepare sales presentation materials (SP)</p> <p>Present insurance recommendation to client (SP)</p> <p>Close the insurance sale (SP)</p> <p>Handle objections (SP)</p> <p>Process insurance documentation (SP)</p>

<b>Course Title</b>	<b>Principles of Corporate Finance</b>
<b>Description</b>	In this course, students acquire understanding of corporate finance, also known as business finance. <i>Principles of Corporate Finance</i> introduces students to the concepts of capital investment, capital structure, capital budgeting, and capital market securities. In addition, students develop financial skills needed in a corporate environment, including how to conduct cash flow analysis and calculate complex business ratios. Business law and professional development are also emphasized in the course.
<b>Performance Indicators</b>	43
<b>Credit</b>	3 credits
<b>Recommended Sequence</b>	Second semester of grade 14
<b>Instructional Area</b>	<b>Business Law</b>
<b>Performance Element</b>	<b>Understand regulations governing corporate finance to adhere to government requirements.</b>
<b>Performance Indicators</b>	Explain laws and regulations pertaining to corporate finance (SP)
<b>Instructional Area</b>	<b>Financial Analysis</b>
<b>Performance Element</b>	<b>Use investment strategies to ensure financial well-being.</b>
<b>Performance Indicators</b>	Explain the nature of capital investment (FI:078) (MN)
<b>Performance Element</b>	<b>Use debt and equity capital to raise funds for business growth.</b>
<b>Performance Indicators</b>	Describe the financial needs of a business at different stages of its development (MN) Discuss factors to consider in choosing between debt and equity capital (MN) Explain the significance of a firm's capital structure (MN)
<b>Performance Element</b>	<b>Understand fundamental financial concepts to appropriately manage business finances.</b>
<b>Performance Indicators</b>	Discuss the nature of depreciation (SP)

<b>Instructional Area</b>	<b>Financial Analysis (cont'd)</b>
<b>Performance Element</b>	<b>Acquire knowledge of efficient capital markets to make suitable financial decisions.</b>
<b>Performance Indicators</b>	Explain the role of efficient capital markets in business finance (SP)
<b>Performance Element</b>	<b>Calculate business ratios to evaluate company performance.</b>
<b>Performance Indicators</b>	Discuss the use of financial ratios in business finance (SP) Calculate corporate activity ratios (MN) Calculate corporate debt ratios (MN) Calculate market ratios (MN) Discuss the use of benchmarks when analyzing ratios (MN)
<b>Performance Element</b>	<b>Explore capital budgeting to understand the capital expenditure decision-making process.</b>
<b>Performance Indicators</b>	Discuss the capital budgeting process (MN)
<b>Performance Element</b>	<b>Conduct cash flow analysis to select an acceptable capital expenditure.</b>
<b>Performance Indicators</b>	Discuss the nature of relevant cash flow analysis (SP) Explain the nature of the payback period (SP) Calculate the payback period (MN) Discuss the use of net present value (NPV) (SP) Explain the relationship between the internal rate of return and net present value (SP) Calculate the net present value (NPV) (MN) Calculate the internal rate of return (IRR) (MN)
<b>Performance Element</b>	<b>Perform calculations to assist in capital budgeting decision-making.</b>
<b>Performance Indicators</b>	Calculate the initial investment associated with a proposed capital expenditure (MN)
<b>Performance Element</b>	<b>Understand financial planning in business finance to strive for business goals.</b>
<b>Performance Indicators</b>	Discuss the financial planning process (SP) Discuss the nature of short-term (operating) financial plans (SP)



<b>Instructional Area</b>	<b>Financial Analysis (cont'd)</b>
<b>Performance Element</b>	<b>Conduct cash planning to determine a company's short-term cash requirements.</b>
<b>Performance Indicators</b>	Explain the use of cash budgets (SP)
<b>Performance Element</b>	<b>Conduct profit planning to forecast business profit.</b>
<b>Performance Indicators</b>	Discuss the use of pro forma statements in profit planning (SP)
<b>Performance Element</b>	<b>Utilize a company's financial statements to analyze its financial situation.</b>
<b>Performance Indicators</b>	Discuss the analysis of a company's financial situation using its financial statements (SP) Discuss external forces affecting a company's value (SP) Explain how value is created for a company (SP)
<b>Performance Element</b>	<b>Utilize capital market securities to secure financing for a company.</b>
<b>Performance Indicators</b>	Discuss ways to determine the best financing option for a company (SP) Discuss the nature of corporate bonds (SP) Discuss the cost of long-term debt (SP) Discuss the issuance of stock from a corporation (SP) Discuss the cost of common stock (SP)
<b>Performance Element</b>	<b>Acquire fundamental knowledge of dividends to assist in the distribution of dividends.</b>
<b>Performance Indicators</b>	Explain forms of dividends (SP) Explain the nature of dividend reinvestment plans (DRIPs) (SP)
<b>Performance Element</b>	<b>Analyze ownership change transactions to aid in corporate growth and development.</b>
<b>Performance Indicators</b>	Compare mergers and acquisitions (SP) Explain the nature of hostile takeovers (SP)

<b>Instructional Area</b>	<b>Professional Development</b>
<b>Performance Element</b>	<b>Understand careers in business finance to determine which role and responsibilities best match personal abilities and traits.</b>
<b>Performance Indicators</b>	Explain the role and responsibilities of financial managers (SP) Explain the role and responsibilities of a financial analyst (SP) Describe the role and responsibilities of a controller (SP) Discuss the role and responsibilities of a treasurer (MN) Discuss the role and responsibilities of a chief financial officer (CFO) (MN)
<b>Performance Element</b>	<b>Explore licensing and certification in the field of business finance to enhance professional development.</b>
<b>Performance Indicators</b>	Explain professional designations in the field of business finance (e.g., CF, CFA, CCM, CTP, CFM, etc.) (SP)

<b>Course Title</b>	<b>Business Risk Management</b>
<b>Description</b>	Businesses face numerous risks. This course focuses on how to manage those risks. Students acquire knowledge of types of business risks, risk control, risk measurement, and risk management. The use of derivatives in financial risk management is introduced, as well as technology, ethics and legal considerations pertaining to risk management. To demonstrate understanding of business risk management, students are expected to develop a risk management program and integrate risk management into business operations.
<b>Performance Indicators</b>	39
<b>Credit</b>	3 credits
<b>Recommended Sequence</b>	Second semester of grade 14
<b>Instructional Area</b>	<b>Communication Skills</b>
<b>Performance Element</b>	<b>Write internal and external business correspondence to convey and obtain information effectively.</b>
<b>Performance Indicators</b>	Prepare simple written reports (CO:094) (SP)
<b>Instructional Area</b>	<b>Financial Analysis</b>
<b>Performance Element</b>	<b>Identify potential business threats and opportunities to protect a business's financial wellbeing.</b>
<b>Performance Indicators</b>	Obtain insurance coverage (FI:082) (ON)
<b>Instructional Area</b>	<b>Information Management</b>
<b>Performance Element</b>	<b>Acquire foundational knowledge of risk management information systems to understand their nature and scope.</b>
<b>Performance Indicators</b>	Describe the need for risk management information (MN) Explain the nature and scope of risk management information systems (RMIS) (MN)

<b>Instructional Area</b>	<b>Professional Development</b>
<b>Performance Element</b>	<b>Understand careers in risk management to determine which role and responsibilities best match personal abilities and traits.</b>
<b>Performance Indicators</b>	Describe the role and responsibilities of a risk manager (SP)
<b>Instructional Area</b>	<b>Risk Management</b>
<b>Performance Element</b>	<b>Acquire a foundational understanding of risk management to demonstrate knowledge of its nature and scope.</b>
<b>Performance Indicators</b>	Explain the role of ethics in risk management (SP) Describe the use of technology in risk management (SP) Discuss legal considerations affecting risk management (MN)
<b>Performance Element</b>	<b>Use risk management techniques to plan for potentially damaging events.</b>
<b>Performance Indicators</b>	Discuss economic causes of business risks (e.g., inflation, interest rates, economic growth rates, etc.) (MN) Discuss the relationship between risk and business objectives (MN) Explain the nature and scope of a company's risk management manual (MN) Discuss features of contingency plans (e.g., disaster recovery, crisis management, business continuity, etc.) (MN) Select risk management strategies (MN) Develop a risk management program (MN) Evaluate a risk management program (MN)
<b>Performance Element</b>	<b>Explore risk control to understand its relationship to risk management.</b>
<b>Performance Indicators</b>	Discuss the nature of risk control (i.e., internal and external) (SP) Describe the importance of auditing risk control (MN) Discuss risk control systems (MN)

<b>Instructional Area</b>	<b>Risk Management (cont'd)</b>
<b>Performance Element</b>	<b>Manage risk to protect a business's well-being.</b>
<b>Performance Indicators</b>	<p>Explain the impact of risk on business (SP)</p> <p>Discuss the relationship between risk management and business finance (SP)</p> <p>Discuss the nature of risk measurement (SP)</p> <p>Measure risk (MN)</p> <p>Describe risk management for human capital (SP)</p> <p>Explain the nature of interest rate risk (SP)</p> <p>Manage interest rate risk (MN)</p> <p>Explain approaches to financial risk management (MN)</p> <p>Discuss the use of derivatives in financial risk management (MN)</p> <p>Evaluate the risks of derivatives (MN)</p> <p>Discuss the nature of credit risk management (MN)</p> <p>Discuss reasons to integrate risk management into business operations (MN)</p> <p>Explain the management of international risk (MN)</p> <p>Assess business's potential to expand into new markets (MN)</p> <p>Identify business risks (MN)</p> <p>Assess task risks (MN)</p> <p>Assess accounting risks (MN)</p> <p>Assess legal risks (MN)</p> <p>Evaluate speculative business risks (MN)</p> <p>Integrate risk management into business operations (MN)</p>
<b>Performance Element</b>	<b>Understand enterprise risk management to participate in a company-wide risk management program.</b>
<b>Performance Indicators</b>	<p>Discuss the nature of enterprise risk management (ERM) (MN)</p>

<b>Course Title</b>	<b>Organizational Behavior</b>
<b>Description</b>	<i>Organizational Behavior</i> focuses on the behavior of individuals, small groups, and entire business organizations. Students acquire knowledge and skills in such areas as business communications, motivation, teamwork, and leadership. In addition, organizational culture and conflict are emphasized, and students develop managerial and supervisory skills throughout the course.
<b>Performance Indicators</b>	34
<b>Credit</b>	3 credits
<b>Recommended Sequence</b>	Second semester of grade 14
<b>Instructional Area</b>	<b>Communication Skills</b>
<b>Performance Element</b>	<b>Communicate with staff to clarify workplace objectives.</b>
<b>Performance Indicators</b>	<p>Explain the nature of staff communication (CO:014) (CS)</p> <p>Choose appropriate channel for workplace communication (CO:092) (CS)</p> <p>Participate in a staff meeting (CO:063) (CS)</p> <p>Maintain confidentiality in dealing with personnel (SP)</p> <p>Provide directions for completing job tasks (CO:139) (SU)</p> <p>Update employees on business and economic trends (CO:172) (SU)</p> <p>Conduct a staff meeting (CO:140) (SU)</p>
<b>Instructional Area</b>	<b>Emotional Intelligence</b>
<b>Performance Element</b>	<b>Manage stressful situations to minimize negative workplace interactions.</b>
<b>Performance Indicators</b>	Discuss organizational approaches to stress management and prevention (SP)
<b>Performance Element</b>	<b>Implement teamwork techniques to accomplish goals.</b>
<b>Performance Indicators</b>	<p>Discuss the nature of motivation theories (SP)</p> <p>Use consensus-building skills (EI:011) (SP)</p> <p>Motivate team members (EI:059) (SP)</p> <p>Encourage team building (EI:044) (SU)</p>

<b>Instructional Area</b>	<b>Emotional Intelligence (cont'd)</b>
<b>Performance Element</b>	<b>Employ leadership skills to achieve workplace objectives.</b>
<b>Performance Indicators</b>	Discuss the nature of leadership theories (SP) Distinguish between leadership and management (SP) Lead change in an organization (SP) Recognize/Reward others for their efforts and contributions (EI:014) (SU)
<b>Performance Element</b>	<b>Manage internal and external business relationships to foster positive interactions.</b>
<b>Performance Indicators</b>	Maintain collaborative partnerships with colleagues (EI:061) (SP) Explain the impact of political relationships within an organization (EI:034) (SP) Discuss the nature of organizational behavior (SP) Discuss the impact of organizational culture on organizational behavior (SP) Describe the impact of organizational conflict (SP)
<b>Performance Element</b>	<b>Apply ethics to demonstrate trustworthiness to staff.</b>
<b>Performance Indicators</b>	Use ethics in staff supervision (SU)
<b>Instructional Area</b>	<b>Human Resources Management</b>
<b>Performance Element</b>	<b>Manage staff growth and development to increase productivity and employee satisfaction.</b>
<b>Performance Indicators</b>	Coach employees (HR:364) (SU) Discuss organizational reward systems (SU) Recognize/Reward employees (HR:365) (SU) Maintain ongoing discussion of issues related to compensation (HR:391) (SU) Train staff (HR:392) (SU) Supervise staff (HR:393) (SU) Assess employee performance (HR:368) (SU) Ensure equitable opportunities for employees (HR:367, MN LAP 55) (MN)
<b>Performance Element</b>	<b>Resolve staff issues/problems to enhance productivity and improve employee relationships.</b>
<b>Performance Indicators</b>	Handle employee complaints and grievances (HR:366, MN LAP 45) (SU) Explain issues associated with the payroll process (HR:394) (SU) Explain the nature of remedial action (HR:369) (SU)

<b>Instructional Area</b>	<b>Professional Development</b>
<b>Performance Element</b>	<b>Utilize critical-thinking skills to determine best options/outcomes.</b>
<b>Performance Indicators</b>	Discuss the impact of organizational culture on creativity and innovation (SP)



<b>Course Title</b>	<b>Grade 14 Finance Internship</b>
<b>Description</b>	Students obtain 15-20 hours of planned, evaluated work experience weekly in jobs that reflect one of the five finance pathways. Course enables students to utilize their studies, expand their perceptions of the work environment, and gain practical experience. Students are encouraged to maintain the same work site throughout their postsecondary educational experience.
<b>Performance Indicators</b>	88
<b>Credit</b>	Three credits per semester
<b>Recommended Sequence</b>	Both semesters of grade 14
<b>Instructional Area</b>	<b>Communication Skills</b>
<b>Performance Element</b>	<b>Apply verbal skills to obtain and convey information.</b>
<b>Performance Indicators</b>	Employ communication styles appropriate to target audience (CO:084) (CS) Defend ideas objectively (CO:061) (CS) Participate in group discussions (CO:053) (CS)
<b>Performance Element</b>	<b>Write internal and external business correspondence to convey and obtain information effectively.</b>
<b>Performance Indicators</b>	Select and utilize appropriate formats for professional writing (CO:088) (CS) Edit and revise written work consistent with professional standards (CO:089) (CS) Prepare simple written reports (CO:094) (SP)
<b>Performance Element</b>	<b>Communicate with staff to clarify workplace objectives.</b>
<b>Performance Indicators</b>	Explain the nature of staff communication (CO:014) (CS) Choose appropriate channel for workplace communication (CO:092) (CS) Participate in a staff meeting (CO:063) (CS)
<b>Instructional Area</b>	<b>Economics</b>
<b>Performance Element</b>	<b>Understand the nature of business to show its contributions to society.</b>
<b>Performance Indicators</b>	Explain the organizational design of businesses (EC:103) (SP) Explain the nature of business ethics (EC:106) (SP)

<b>Instructional Area</b>	<b>Economics (cont'd)</b>
<b>Performance Element</b>	<b>Understand economic systems to be able to recognize the environments in which businesses function.</b>
<b>Performance Indicators</b>	Identify factors affecting a business's profit (EC:010, EC LAP 2) (CS) Determine factors affecting business risk (EC:011, EC LAP 3) (CS) Explain the concept of competition (EC:012, EC LAP 8) (CS)
<b>Instructional Area</b>	<b>Emotional Intelligence</b>
<b>Performance Element</b>	<b>Develop personal traits to foster career advancement.</b>
<b>Performance Indicators</b>	Exhibit self-confidence (EI:023) (PQ) Demonstrate interest and enthusiasm (EI:020, HR LAP 20) (PQ) Demonstrate initiative (EI:024, EI LAP 2) (PQ)
<b>Performance Element</b>	<b>Apply ethics to demonstrate trustworthiness.</b>
<b>Performance Indicators</b>	Demonstrate responsible behavior (EI:021, PD LAP 7) (PQ) Demonstrate honesty and integrity (EI:022, HR LAP 19) (PQ) Demonstrate ethical work habits (EI:004, EI LAP 4) (PQ)
<b>Performance Element</b>	<b>Exhibit techniques to manage emotional reactions to people and situations.</b>
<b>Performance Indicators</b>	Exhibit positive attitude (EI:019, EI LAP 3) (PQ) Demonstrate self control (EI:025, HR LAP 18) (PQ) Explain the use of feedback for personal growth (EI:003, HR LAP 3) (PQ) Adjust to change (EI:026, HR LAP 8) (PQ)
<b>Performance Element</b>	<b>Identify with others' feelings, needs, and concerns to enhance interpersonal relations.</b>
<b>Performance Indicators</b>	Respect the privacy of others (EI:029) (PQ) Show empathy for others (EI:030, EI LAP 12) (PQ) Exhibit cultural sensitivity (EI:033, EI LAP 11) (CS)
<b>Performance Element</b>	<b>Use communication skills to foster open, honest communications.</b>
<b>Performance Indicators</b>	Explain ethical considerations in providing information (EI:038) (SP)

<b>Instructional Area</b>	<b>Emotional Intelligence (cont'd)</b>
<b>Performance Element</b>	<b>Use communication skills to influence others.</b>
<b>Performance Indicators</b>	Persuade others (EI:012) (SP) Demonstrate negotiation skills (EI:062, EI LAP 8) (SP)
<b>Performance Element</b>	<b>Manage stressful situations to minimize negative workplace interactions.</b>
<b>Performance Indicators</b>	Use appropriate assertiveness (EI:008, HR LAP 16) (PQ) Use conflict-resolution skills (EI:015, EI LAP 7) (CS) Explain the nature of stress management (EI:028) (SP)
<b>Performance Element</b>	<b>Implement teamwork techniques to accomplish goals.</b>
<b>Performance Indicators</b>	Participate as a team member (EI:045) (CS) Demonstrate teamwork skills (EI:010) (CS) Motivate team members (EI:059) (SP)
<b>Performance Element</b>	<b>Employ leadership skills to achieve workplace objectives.</b>
<b>Performance Indicators</b>	Demonstrate adaptability (EI:006) (CS) Develop an achievement orientation (EI:027, EI LAP 10) (CS) Lead change (EI:005) (CS) Enlist others in working toward a shared vision (EI:060) (CS) Coach others (EI:041) (CS)
<b>Performance Element</b>	<b>Manage internal and external business relationships to foster positive interactions.</b>
<b>Performance Indicators</b>	Treat others fairly at work (EI:036, HR LAP 24) (PQ) Foster positive working relationships (EI:037, EI LAP 5) (CS) Maintain collaborative partnerships with colleagues (EI:061) (SP) Explain the impact of political relationships within an organization (EI:034) (SP) Explain the nature of organizational culture (EI:064) (MN) Discuss the nature of organizational behavior (SP) Discuss the impact of organizational culture on organizational behavior (SP) Describe the impact of organizational conflict (SP)
<b>Performance Element</b>	<b>Acquire foundational knowledge of business ethics to demonstrate trustworthiness.</b>
<b>Performance Indicators</b>	Explain environmental factors that shape ethical decision making (MN) Explain the nature of organizational culture (EI:064) (MN) Describe the impact of an organization's culture on ethical decision making (MN) Discuss the nature and scope of ethical conflict (MN)

<b>Instructional Area</b>	<b>Financial Analysis</b>
<b>Performance Element</b>	<b>Identify potential business threats and opportunities to protect a business's financial well-being.</b>
<b>Performance Indicators</b>	Identify speculative business risks (FI:080) (MN) Explain the nature of risk management (FI:084, BA LAP 2) (MN)
<b>Performance Element</b>	<b>Utilize a company's financial statements to analyze its financial situation.</b>
<b>Performance Indicators</b>	Discuss the analysis of a company's financial situation using its financial statements (SP)
<b>Instructional Area</b>	<b>Information Management</b>
<b>Performance Element</b>	<b>Use information literacy skills to increase workplace efficiency and effectiveness.</b>
<b>Performance Indicators</b>	Assess information needs (NF:077) (CS) Obtain needed information efficiently (NF:078) (CS) Evaluate quality and source of information (NF:079) (CS) Apply information to accomplish a task (NF:080) (CS) Store information for future use (NF:081) (CS)
<b>Performance Element</b>	<b>Acquire information to guide business decision-making.</b>
<b>Performance Indicators</b>	Describe current business trends (NF:013) (SP) Monitor internal records for business information (NF:014) (SP)
<b>Instructional Area</b>	<b>Professional Development</b>
<b>Performance Element</b>	<b>Acquire self-development skills to enhance relationships and improve efficiency in the work environment.</b>
<b>Performance Indicators</b>	Maintain appropriate personal appearance (PD:002, PD LAP 5) (PQ) Demonstrate systematic behavior (PD:009, HR LAP 4) (PQ) Set personal goals (PD:018, HR LAP 6) (CS)
<b>Performance Element</b>	<b>Utilize critical-thinking skills to determine best options/outcomes.</b>
<b>Performance Indicators</b>	Explain the need for innovation skills (PD:126) (CS) Make decisions (PD:017, PD LAP 10) (CS) Demonstrate problem-solving skills (PD:077, IS LAP 2) (CS) Demonstrate appropriate creativity (PD:012, PD LAP 2) (SP) Use time-management skills (PD:019, OP LAP 1) (SP) Discuss the impact of organizational culture on creativity and innovation (SP)

<b>Instructional Area</b>	<b>Product/Service Management</b>
<b>Performance Element</b>	<b>Acquire a foundational knowledge of product/service management to understand its nature and scope.</b>
<b>Performance Indicators</b>	Explain the nature and scope of the product/service management function (PM:001, PP LAP 5) (SP)
<b>Performance Element</b>	<b>Employ financial product/service-mix to meet customer expectations.</b>
<b>Performance Indicators</b>	Identify financial product/service to fill customer need (MN)
<b>Performance Element</b>	<b>Position financial product/service to acquire desired business image.</b>
<b>Performance Indicators</b>	Describe factors used to position financial products/services (SP) Explain the nature of financial product/service branding (SP) Explain the role of customer service in positioning/image (PM:013, PM LAP 1) (MN)
<b>Performance Element</b>	<b>Position company to acquire desired business image.</b>
<b>Performance Indicators</b>	Explain the nature of corporate branding (SP) Describe factors used by businesses to position corporate brands (PM:207) (SP)
<b>Instructional Area</b>	<b>Risk Management</b>
<b>Performance Element</b>	<b>Use risk management techniques to plan for potentially damaging events.</b>
<b>Performance Indicators</b>	Discuss economic causes of business risks (e.g., inflation, interest rates, economic growth rates, etc.) (MN) Discuss the relationship between risk and business objectives (MN)
<b>Performance Element</b>	<b>Explore risk control to understand its relationship to risk management.</b>
<b>Performance Indicators</b>	Discuss the nature of risk control (i.e., internal and external) (SP)
<b>Performance Element</b>	<b>Manage risk to protect a business's well-being.</b>
<b>Performance Indicators</b>	Explain the impact of risk on business (SP) Discuss the relationship between risk management and business finance (SP)

<b>Instructional Area</b>	<b>Risk Management (cont'd)</b>
<b>Performance Element</b>	<b>Understand enterprise risk management to participate in a company-wide risk management program.</b>
<b>Performance Indicators</b>	Discuss the nature of enterprise risk management (ERM) (MN)
<b>Instructional Area</b>	<b>Selling</b>
<b>Performance Element</b>	<b>Acquire a foundational knowledge of selling to understand its nature and scope.</b>
<b>Performance Indicators</b>	Explain the nature and scope of the selling function (SE:017, SE LAP 117) (CS)
<b>Performance Element</b>	<b>Acquire product knowledge to communicate product benefits and to ensure appropriateness of product for the customer.</b>
<b>Performance Indicators</b>	Acquire product information for use in selling (SE:062) (CS) Analyze product information to identify product features and benefits (SE:109, SE LAP 113) (SP)

## **Appendix A**

### Finance Pathways

**Accounting**

Accounting encompasses careers that record, classify, summarize, analyze, and communicate a business's financial information/business transactions for use in management decision-making. Accounting includes such activities as bookkeeping, systems design, analysis, and interpretation of accounting information. Sample occupations include:

Accountant	Accounting Clerk
Auditor	Bookkeeper
Controller	Cost Analyst

**Banking Services**

Primarily concerned with accepting deposits, lending funds, and extending credit, banking services include cash management, short-term investments, mortgages and other loans, credit cards, and bill payment. Banking services are delivered via a number of different institutions, from commercial banks (the largest group) and other traditional means (savings and loans associations, credit unions, and local banks) to newer ventures through insurance companies, brokerage houses, and the internet. Sample occupations include:

Acquisitions Specialist	Branch Manager
Credit Analyst	Financial Manager
Loan Officer or Counselor	Mortgage Broker
Relationship Manager	Trust Officer

**Corporate Finance**

The corporate finance function in a company is to manage policy and strategy for (and the implementation of) capital structure, budgeting, acquisition and investment, financial modeling and planning, funding, dividends, and taxation. Sample occupations include:

Capital Budgeting Specialist	Capital Expenditure Manager
Cash Manager	Credit Analyst
Financial Analyst	Foreign Exchange Manager
Project Analyst	Project Finance Manager
Treasurer	

**Insurance**

The insurance industry, which exists to protect individuals and businesses from financial losses, delivers products that transfer risk from an individual or business to an insurance company. Sample occupations include:

Benefits Consultant	Branch Manager
Claims Adjuster	Insurance Agent
Insurance Broker	Loss Control Manager
Producer	Product Manager
Special Investigator	Underwriter



**Securities and Investments**

The investments industry consists of brokerage firms, investment banks, and stock exchanges, all of which support the flow of funds from investors to companies and institutions. Related services include financial planning, asset management, hedge fund management, and custody services. Sample occupations include:

Financial Analyst	Financial Consultant
Financial Planner	Investment Banker
Mutual Fund Manager	Real Estate Developer
Securities Sales Agent (Broker)	Trader

## **Appendix B**

### Knowledge and Skill Statements

<b>Business Law</b>	Understands business's responsibility to know, abide by, and enforce laws and regulations that affect business operations and transactions
<b>Communication Skills</b>	Understands the concepts, strategies, and systems used to obtain and convey ideas and information
<b>Customer Relations</b>	Understands the techniques and strategies used to foster positive, ongoing relationships with customers
<b>Economics</b>	Understands the economic principles and concepts fundamental to business operations
<b>Emotional Intelligence</b>	Understands techniques, strategies, and systems used to foster self-understanding and enhance relationships with others
<b>Entrepreneurship</b>	Understands the concepts, processes, and skills associated with identifying new ideas, opportunities, and methods and with creating or starting a new project or venture
<b>Financial Analysis</b>	Understands tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources
<b>Human Resources Management</b>	Understands the tools techniques, and systems that businesses use to plan, staff, lead, and organize its human resources
<b>Information Management</b>	Understands tools, strategies, and systems needed to access, process, maintain, evaluate, and disseminate information to assist business decision-making
<b>Marketing</b>	Understands the tools, techniques, and systems that businesses use to create exchanges and satisfy organizational objectives
<b>Operations</b>	Understands the processes and systems implemented to monitor, plan, and control the day-to-day activities required for continued business functioning
<b>Professional Development</b>	Understands concepts, tools, and strategies used to explore, obtain, and develop in a business career
<b>Strategic Management</b>	Understands tools, techniques, and systems that affect a business's ability to plan, control, and organize an organization/department

<b>Compliance</b>	Understands business's responsibility to know, comply with, and enforce laws and regulations that affect financial business operations and transactions
<b>Customer Relations</b>	Understands the techniques and strategies used to foster positive, ongoing relationships with customers
<b>Financial Analysis</b>	Understands tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources
<b>Financial-Information Management</b>	Understands tools, strategies, and systems needed to access, process, maintain, evaluate, and disseminate financial information to assist business decision-making
<b>Product/Service Management</b>	Understands the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities
<b>Professional Development</b>	Understands concepts, tools, and strategies used to explore, obtain, and develop in a business career
<b>Risk Management</b>	Understands risk-management strategies and techniques used to minimize business loss

## **Appendix C**

### Professional Organizations

- American Academy of Financial Management
- American Accounting Association
- American Association of Insurance Services
- American Bankers Association
- American Community Bankers
- American Council of Life Insurance
- American Financial Services Association
- American Institute of Certified Public Accountants
- American Institute of Chartered Property and Casualty Underwriters
- American Insurance Association
- American Management Association
- American Payroll Association
- American Risk and Insurance Association
- American Women's Society of Certified Public Accountants
- Association for Financial Professionals
- Association for Investment Management & Research
- Association of Chartered Accountants in the United States
- Association of Government Accountants
- Financial Management Association International
- Financial Planning Association
- Futures and Options Association
- Global Association of Risk Professionals
- Institute of International Finance
- Institute of Management Accountants, Inc.
- Insurance Accounting and Systems Association, Inc.
- Investment Adviser Association
- National Association of Credit Management
- National Association of Insurance and Financial Advisors
- National Association of Mortgage Brokers
- National Association of Personal Financial Advisors
- National Association of Realtors
- National Association of Securities Dealers (NASD)
- National Society of Accountants
- Risk and Insurance Management Society
- Risk Management Association
- Securities Industry and Financial Markets Association

## **Appendix D**

### Finance Certifications

**Accreditation Council for Accountancy and Taxation offers:**

- Accredited Business Accountant/Accredited Business Advisor (ABA)

**American Academy of Financial Management offers:**

- Certified Market Analyst/Financial Analyst Designate (CMA/FAD)
- Master Financial Manager/Certified in Corporate Finance

**American College offers:**

- Chartered Financial Consultant (ChFC)
- Chartered Life Underwriter (CLU)

**American Institute of Certified Public Accountants offers:**

- Certified Public Accountant (CPA)

**American Institute of Chartered Property and Casualty Underwriters offers:**

- Chartered Property and Casualty Underwriter (CPCU)

**American Institute of Professional Bookkeepers offers:**

- Certified Bookkeeper (CB)

**Association of Government Accountants offers:**

- Certified Government Financial Manager (CGFM)

**Certified Commercial Investment Member Institute offers:**

- Certified Commercial Investment Member (CCIM)

**Certified Financial Planner Board of Standards offers:**

- Certified Financial Planner (CFP)

**Chartered Financial Analyst Institute offers:**

- Chartered Financial Analyst (CFA)

**Council of Real Estate Brokerage Managers offers:**

- Certified Real Estate Brokerage Manager (CRB)

**Council of Residential Specialists offers:**

- Certified Residential Specialist (CRS)

**Institute for the Assessment of Skills and Knowledge of Business offers:**

- A\*S\*K Certification

**Institute of Certified Bankers offers:**

- Certified Bank Teller (CBT)
- Certified Customer Service Representative (CCSR)
- Certified Financial Services Security Professional (CFSSP)
- Certified Lender Business Banker (CLBB)
- Certified Personal Banker (CPB)
- Certified Regulatory Compliance Manager (CRCM)
- Certified Trust and Financial Advisor



**Institute of Internal Auditors offers:**

- Certified Internal Auditor (CIA)

**Institute of Management Accountants offers:**

- Certified in Financial Management (CFM)

**Institute of Real Estate Management offers:**

- Accredited Residential Manager (ARM)

**Insurance Institute of America offers:**

- Associate in Risk Management (ARM)

**National Association of Securities Dealers offers:**

- General Securities Registered Representative (Series 7)
- Investment Company Products/Variable Contracts Limited Representative (Series 6)

## **Appendix E**

### Career Opportunities at Multiple Exit Points

<b>Exit Points</b>	<b>Finance Career Opportunities</b>	<b>O*Net Codes</b>
<b>High School Diploma</b>	Accounting Clerk	43-3031.00
	Auditing Clerk	43-3031.00
	Bookkeeping Clerk	43-3031.00
	Customer Service Representative	43-4051.00
	Insurance Clerk	43-9041.02
	Loan Clerk	43-4131.00
	Payroll Clerk	43-3051.00
<b>2-Year Degree</b>	Bank Teller	43-3071.00
	Brokerage Clerk	43-4011.00
	Claims Adjuster	13-1031.02
	Claims Examiner	13-1031.01
	Insurance Investigator	13-1031.02
	Real Estate Agent	41-9022.00
<b>4-Year Degree</b>	Branch Manager	11-3031.02
	Capital Expenditure Manager	13-2031.00
	Cash Manager	11-3031.02
	Commodities Broker	41-3031.01
	Cost Analyst	13-2031.00
	Financial Consultant	13-2052.00
	Financial Manager	11-3031.02
	Financial Planner	13-2052.00
	Government Accountant	13-2011.01
	Government Auditor	13-2011.02
	Investment Banker	41-3031.01
	Insurance Agent	41-3021.00
	Insurance Broker	41-3021.00
	Insurance Underwriter	13-2053.00
	Internal Auditor	13-2011.02
	Loan Officer	13-2072.00
	Loan Underwriter	13-2041.00
	Loss Control Manager	13-1031.02
	Management Accountant	13-2011.01
	Mutual Fund Manager	11-3031.02
	Personal Financial Advisor	13-2052.00
	Product Manager	11-3031.02
	Property Manager	11-9141.00
	Public Accountant	13-2011.01
	Real Estate Appraiser	13-2021.02
	Relationship Manager	13-2052.00
	Risk Manager	13-2061.00
	Securities Sales Agent (Broker)	41-3031.01
	Tax Accountant	13-2011.01
	Trader	41-3031.01
	Trust Officer	11-3031.02

<b>Exit Points</b>	<b>Finance Career Opportunities</b>	<b>O*Net Codes</b>
<b>Master's Degree</b>	Budget Analyst	13-2031.00
	Capital Budgeting Specialist	13-2031.00
	Chief Financial Officer	11-1011.00
	Controller	11-3031.01
	Credit Analyst	13-2041.00
	Financial Analyst	13-2051.00
	Treasurer	11-3031.01

## **Appendix F**

### Articulated Courses

**Articulated  
Career Courses**

Students who successfully complete the high-school portion of the Finance Program of Study should be given postsecondary credit for their career-course work. The 12 hours of credit should be based on the following articulated courses:

**High School Courses**

Leadership  
Business and Marketing Essentials

Business and Marketing Essentials  
Introduction to Finance

Business and Marketing Essentials  
Introduction to Finance

Personal Finance  
Business and Marketing Essentials  
Introduction to Finance  
Introduction to Accounting

**Postsecondary Courses**

Introduction to Business

Principles of Macroeconomics

Principles of Microeconomics

Introductory Accounting

<b>High School Course Performance Indicators</b>	<b>Postsecondary Course Course Objectives</b>
<b>Leadership</b>	<b>Introduction to Business</b>
Explain the concept of leadership (EI:009) (CS)	Discuss leadership qualities
Demonstrate teamwork skills (EI:010) (CS)	Develop team skills
Assess personal strengths and weaknesses (EI:002) (PQ)	Evaluate personal strengths and weaknesses
Make oral presentations (CO:025) (SP)	Make oral presentations
<b>Business and Marketing Essentials</b>	
Explain the concept of private enterprise (EC:009, EC LAP 15) (CS)	Describe the private enterprise system
Identify factors affecting a business's profit (EC:010, EC LAP 2) (CS)	Discuss profit
Determine factors affecting business risk (EC:011, EC LAP 3) (CS)	Explain business risk
Explain the concept of competition (EC:012, EC LAP 8) (CS)	Discuss business competition
Explain the types of economic systems (EC:007, EC LAP 17) (CS)	Describe features of economic systems
Distinguish between economic goods and services (EC:002, EC LAP 10) (CS)	Discuss economic goods and services
Explain the principles of supply and demand (EC:005, EC LAP 11) (CS)	Explain the interaction of supply and demand
Describe the concepts of economics and economic activities (EC:001, EC LAP 6) (CS)	Discuss key economic concepts
Discuss the global environment in which businesses operate (EC:104) (SP)	Discuss the global business environment
Describe factors that affect the business environment (EC:105) (SP)	Discuss factors affecting business
Discuss the nature of information management (NF:110) (CS)	Explain the role of technology in information management
Determine the relationship between government and business (EC:008, EC LAP 16) (CSP)	Discuss the impact of government on the business community
Explain the nature of business ethics (EC:106) (SP)	Describe business ethics
Explain the role of business in society (EC:070, EC LAP 20) (CS)	Discuss social responsibility
Explain the organizational design of businesses (EC:103) (SP)	Discuss organizational design
Explain marketing and its importance in a global economy (MK:001, BA LAP 11) (CS)	Describe the marketing concept

High School Course Performance Indicators	Postsecondary Course Course Objectives
<b>Business and Marketing Essentials (cont'd)</b>	<b>Introduction to Business (cont'd)</b>
Explain marketing and its importance in a global economy (MK:001, BA LAP 11) (CS)	Discuss the role of marketing
Explain the concept of management (SM:001, BA LAP 6) (CS)	Describe management
Explain the concept of management (SM:001, BA LAP 6) (CS)	Describe the planning process
Discuss the nature of human resources management (HR:410) (CS)	Explain human resources management
Explain the concept of production (OP:017, BA LAP 1) (CS)	Discuss the role of production
Explain the nature of operations (OP:189) (CS)	Describe operations
Explain the role of finance in business (FI:354, FI LAP 7) (CS)	Describe finance
Explain the concept of accounting (FI:085, FI LAP 5) (CS)	Discuss accounting
Explain types of business ownership (BL:003, BA LAP 7) (CS)	Distinguish among forms of business ownership
Demonstrate word processing skills (NF:007) (PQ)	Demonstrate word processing skills
Demonstrate basic web-search skills (NF:006) (PQ)	Demonstrate Internet search skills
Select and utilize appropriate formats for professional writing (CO:088) (CS)	Prepare written assignments

### Community Colleges

Learning outcomes from several community college syllabi were compiled to create the sample postsecondary *Introduction to Business* course objectives. These community colleges include:

- Austin Community College, Austin, TX
- Community College of Rhode Island, Warwick, RI
- Nashville State Technical Community College, Nashville, TN
- Northern Essex Community College, Haverhill, MA



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<b>High School Course Performance Indicators</b>	<b>Postsecondary Course Course Objectives</b>
<b>Personal Finance</b>	<b>Principles of Macroeconomics</b>
Explain types of investments (FI:077) (CS)	Discuss stocks, bonds
Explain the time value of money (FI:062) (CS)	Describe the time value of money
	Discuss the Federal Reserve System
<b>Business and Marketing Essentials</b>	
Explain the types of economic systems (EC:007, EC LAP 17) (CS)	Explain market economies
Describe the concepts of economics and economic activities (EC:001, EC LAP 6) (CS)	Define scarcity
Explain the concept of production (OP:017, BA LAP 1) (CS)	Explain the concept of production
Explain the concept of economic resources (EC:003, EC LAP 14) (CS)	Describe factors of production
Describe the concepts of economics and economic activities (EC:001, EC LAP 6) (CS)	Explain opportunity cost
Explain the principles of supply and demand (EC:005, EC LAP 11) (CS)	Define demand and supply
Explain the concept of productivity (EC:013, EC LAP 18) (CS)	Explain the nature of productivity
Describe the concepts of economics and economic activities (EC:001, EC LAP 6) (CS)	Describe consumption
Explain the types of economic systems (EC :007, EC LAP 17) (CS)	Differentiate among types of economies
<b>Introduction to Finance</b>	
	Discuss macroeconomic theory (e.g., classical, supply-side, Keynesian/demand-side)
Analyze impact of specialization/division of labor on productivity (EC:014, EC LAP 7) (SP)	Explain the concept of specialization
Describe the concepts of economics and economic activities (EC:001, EC LAP 6) (CS)	Explain the circular flow of income
Explain the concept of Gross Domestic Product (GDP) (EC:017, EC LAP 1) (SP)	Describe the significance of Gross Domestic Product
Discuss the impact of a nation's unemployment rates (EC:082) (SP)	Explain types of unemployment
	Discuss the measurement of inflation

High School Course Performance Indicators	Postsecondary Course Course Objectives
<b>Introduction to Finance (cont'd)</b>	<b>Principles of Macroeconomics (cont'd)</b>
Determine the impact of business cycles on business activities (EC:018, EC LAP 9) (SP)	Explain business cycles
Describe the nature of taxes (EC:072) (SP)	Describe how government expenditures impact the economy
Describe the nature of taxes (EC:072) (SP)	Describe how taxation impacts the economy
	Differentiate between monetary and fiscal policy
Explain the nature of global trade (EC:016, EC LAP 4) (SP)	Discuss comparative advantage
Explain the nature of global trade (EC:016, EC LAP 4) (SP)	Discuss foreign trade

### Community Colleges

Learning outcomes from several community college syllabi were compiled to create the sample postsecondary *Principles of Macroeconomics* course objectives. These community colleges include:

- Edison Community College, Piqua, OH
- Labette Community College, Parsons, KS
- Pima Community College, Tucson, AZ
- Western Nebraska Community College, Scottsbluff, NE
- Wor-Wic Community College, Salisbury, MD

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<b>High School Course Performance Indicators</b>	<b>Postsecondary Course Course Objectives</b>
<b>Business and Marketing Essentials</b>	<b>Principles of Microeconomics</b>
Describe the concepts of economics and economic activities (EC:001, EC LAP 6) (CS)	Describe the science of scarcity
Describe the concepts of economics and economic activities (EC:001, EC LAP 6) (CS)	Explain opportunity cost
Distinguish between economic goods and services (EC:002, EC LAP 10) (CS)	Discuss public goods and common resources
Explain the principles of supply and demand (EC:005, EC LAP 11) (CS)	Discuss the market forces of supply and demand
Explain the principles of supply and demand (EC:005, EC LAP 11) (CS)	Explain elasticity and its applications
Describe the concepts of economics and economic activities (EC:001, EC LAP 6) (CS)	Explain the efficiency of markets
Describe the functions of prices in markets (EC:006, EC LAP 12) (CS)	Discuss the role of prices
Explain the types of economic systems (EC:007, EC LAP 17) (CS)	Differentiate among types of economies
Identify factors affecting a business's profit (EC:010, EC LAP 2) (CS)	Discuss business profit
Explain the concept of competition (EC:012, EC LAP 8) (CS)	Describe perfect competition
Explain the concept of competition (EC:012, EC LAP 8) (CS)	Explain monopolies
Explain the concept of competition (EC:012, EC LAP 8) (CS)	Explain monopolistic competition
Explain the concept of competition (EC:012, EC LAP 8) (CS)	Discuss the nature of oligopolies
Explain the concept of competition (EC:012, EC LAP 8) (CS)	Discuss government involvement in markets
Explain the concept of competition (EC:012, EC LAP 8) (CS)	Discuss market structure
Explain the concept of private enterprise (EC:009, EC LAP 15) (CS)	Discuss consumer choice and behavior
Determine economic utilities created by business activities (EC:004, EC LAP 13) (CS)	Explain utility maximization
Explain the concept of productivity (EC:013, EC LAP 18) (CS)	Discuss production
Explain the concept of economic resources (EC:003, EC LAP 14) (CS)	Discuss factors of production
Explain the concept of private enterprise (EC:009, EC LAP 15) (CS)	Discuss income inequality

High School Course Performance Indicators	Postsecondary Course Course Objectives
Introduction to Finance	Principles of Microeconomics (cont'd)
Explain the impact of the law of diminishing returns (EC:023) (SP)	Discuss the law of diminishing returns
Describe the concepts of economics and economic activities (EC:001, EC LAP 6) (CS)	Explain the circular flow of economic activity
Describe the nature of taxes (EC:072) (SP)	Discuss the nature of taxation
	Discuss economies of scale
Explain the concept of organized labor and business (EC:015, EC LAP 5) (SP)	Explain the role of labor unions
Explain the nature of global trade (EC:016, EC LAP 4) (SP)	Discuss comparative advantage
Explain the nature of global trade (EC:016, EC LAP 4) (SP)	Explain international trade

### Community Colleges

Learning outcomes from several community college syllabi were compiled to create the sample postsecondary *Principles of Microeconomics* course objectives. These community colleges include:

- Edison Community College, Piqua, OH
- Pima Community College, Tucson, AZ
- West Valley College, A California Community College, Saratoga, CA
- Western Nebraska Community College, Scottsbluff, NE
- Wor-Wic Community College, Salisbury, MD

### References

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<b>High School Course Performance Indicators</b>	<b>Postsecondary Course Course Objectives</b>
<b>Personal Finance</b>	<b>Introductory Accounting</b>
Read and reconcile bank statements (FI:070) (PQ)	Reconcile a bank account
<b>Business and Marketing Essentials</b>	
Explain the concept of accounting (FI:085, FI LAP 5) (CS)	Describe the nature of accounting
<b>Introduction to Finance</b>	
Describe the need for financial information (CS)	Discuss users of accounting information
<b>Introduction to Accounting</b>	
Discuss the role and responsibilities of certified public accountants (CPAs) (SP) Describe the role and responsibilities of general ledger accountants (SP) Explain the role and responsibilities of management accountants (SP) Discuss the role and responsibilities of auditors (SP) Discuss the role and responsibilities of government accountants (SP) Explain the role and responsibilities of international accountants (SP) Discuss the role and responsibilities of forensic accountants (SP) Discuss the role and responsibilities of senior management in accounting (SP)	Describe careers in accounting
Discuss types of accounting systems used to report a business's financial position (i.e., financial, tax, management cost, accrual) (SP)	Distinguish between accrual-basis and cash-basis accounting
Demonstrate the effects of transactions on the accounting equation (CS)	Discuss the concept of the accounting equation
Demonstrate the effects of transactions on the accounting equation (CS)	Use the accounting equation to analyze transactions
Describe the nature of cash flow statements (FI:091, FI LAP 6) (SP) Explain the nature of balance sheets (FI:093) (SP) Describe the nature of income statements (FI:094, FI LAP 4) (SP)	Describe basic financial statements
Prepare income statements (MN)	Prepare an income statement
Prepare cash flow statements (FI:092) (MN)	Prepare a cash flow statement
Prepare balance sheets (MN)	Prepare a balance sheet

High School Course Performance Indicators	Postsecondary Course Course Objectives
Introduction to Accounting (cont'd)	Introductory Accounting (cont'd)
Prepare a statement of equity and retained earnings (MN)	Prepare a statement of owner's equity
Record transactions in a general journal (CS)	Record journal entries in a general journal
Post journal entries to general ledger accounts (CS)	Post to a general ledger
Prepare a trial balance (CS)	Prepare a trial balance
Prepare work sheets (SP)	Prepare work sheets
Journalize and post adjusting entries (CS)	Journalize and post adjusting entries
Journalize and post closing entries (CS)	Journalize and post closing entries
Prepare a post-closing trial balance (CS)	Prepare a post-closing trial balance
Explain the nature of special journals (CS)	Explain special journals
Post to an accounts receivable subsidiary ledger (CS)	Journalize and post using accounts receivable subsidiary ledgers and special sales journal
Post to an accounts payable subsidiary journal (CS)	Journalize and post using accounts payable subsidiary journals
Process inventory adjustments (CS)	Adjust an inventory account
Calculate employee earnings (e.g., gross earnings, net pay) (SP) Calculate employee-paid withholdings (SP)	Calculate gross pay, FICA, and income tax deductions
Record the payroll in the general journal (SP)	Account for payroll transactions
Journalize/post entries to establish and replenish petty cash (CS)	Account for petty cash
Integrate technology into accounting (SP)	Utilize accounting software

### Community Colleges

Learning outcomes from several community college syllabi were compiled to create the sample postsecondary *Introductory Accounting* course objectives. These community colleges include:

- Bucks County Community College, Newtown, PA
- Edmonds Community College, Lynnwood, WA
- McLennan Community College, Waco, TX
- Wor-Wic Community College, Salisbury, MD

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## **Appendix G**

### Performance Indicators for Language Arts

<b>Instructional Area</b>	<b>Communication Skills</b>
<b>Performance Element</b>	<b>Read to acquire meaning from written material and to apply the information to a task.</b>
<b>Performance Indicators</b>	Identify sources that provide relevant, valid written material (CO:054) (PQ) Extract relevant information from written materials (CO:055) (PQ) Apply written directions to achieve tasks (CO:056) (PQ)
<b>Performance Element</b>	<b>Apply active listening skills to demonstrate understanding of what is being said.</b>
<b>Performance Indicators</b>	Explain communication techniques that support and encourage a speaker (CO:082) (PQ) Follow directions (CO:119) (PQ) Demonstrate active listening skills (CO:017) (PQ)
<b>Performance Element</b>	<b>Apply verbal skills to obtain and convey information.</b>
<b>Performance Indicators</b>	Explain the nature of effective verbal communications (CO:147) (PQ) Ask relevant questions (CO:058) (PQ) Interpret others' nonverbal cues (CO:059) (PQ) Provide legitimate responses to inquiries (CO:060) (PQ) Give verbal directions (CO:083) (PQ) Employ communication styles appropriate to target audience (CO:084) (CS) Defend ideas objectively (CO:061) (CS) Handle telephone calls in a businesslike manner (CO:114) (CS) Participate in group discussions (CO:053) (CS) Make oral presentations (CO:025) (SP)
<b>Performance Element</b>	<b>Record information to maintain and present a report of business activity.</b>
<b>Performance Indicators</b>	Utilize note-taking strategies (CO:085) (CS) Organize information (CO:086) (CS) Select and use appropriate graphic aids (CO:087) (CS)

<b>Instructional Area</b>	<b>Communication Skills (cont'd)</b>
<b>Performance Element</b>	<b>Write internal and external business correspondence to convey and obtain information effectively.</b>
<b>Performance Indicators</b>	<p>Explain the nature of effective written communications (CO:016) (CS)</p> <p>Select and utilize appropriate formats for professional writing (CO:088) (CS)</p> <p>Edit and revise written work consistent with professional standards (CO:089) (CS)</p> <p>Write professional e-mails (CO:090) (CS)</p> <p>Write business letters (CO:133) (CS)</p> <p>Write informational messages (CO:039) (CS)</p> <p>Write inquiries (CO:040) (CS)</p> <p>Write persuasive messages (CO:031) (SP)</p> <p>Write executive summaries (CO:091) (SP)</p> <p>Prepare simple written reports (CO:094) (SP)</p>
<b>Performance Element</b>	<b>Communicate with staff to clarify workplace objectives.</b>
<b>Performance Indicators</b>	<p>Explain the nature of staff communication (CO:014) (CS)</p> <p>Choose appropriate channel for workplace communication (CO:092) (CS)</p> <p>Participate in a staff meeting (CO:063) (CS)</p> <p>Maintain confidentiality in dealing with personnel (SP)</p> <p>Provide directions for completing job tasks (CO:139) (SU)</p> <p>Update employees on business and economic trends (CO:172) (SU)</p> <p>Conduct a staff meeting (CO:140) (SU)</p>
<b>Instructional Area</b>	<b>Customer Relations</b>
<b>Performance Element</b>	<b>Foster positive relationships with customers to enhance company image.</b>
<b>Performance Indicators</b>	<p>Reinforce service orientation through communication (CR:005) (CS)</p> <p>Respond to customer inquiries (CR:006) (CS)</p> <p>Adapt communication to the cultural and social differences among clients (CR:019) (CS)</p> <p>Interpret business policies to customers/clients (CR:007, HR LAP 25) (CS)</p>
<b>Performance Element</b>	<b>Resolve conflicts with/for customers to encourage repeat business.</b>
<b>Performance Indicators</b>	<p>Handle difficult customers (CR:009, EI LAP 1) (CS)</p> <p>Handle customer/client complaints (CR:010, HR LAP 23) (CS)</p>

<b>Instructional Area</b>	<b>Emotional Intelligence</b>
<b>Performance Element</b>	<b>Foster self-understanding to recognize the impact of personal feelings on others.</b>
<b>Performance Indicators</b>	Describe the nature of emotional intelligence (EI:001, EI LAP 6) (PQ)
<b>Performance Element</b>	<b>Use communication skills to foster open, honest communications.</b>
<b>Performance Indicators</b>	Explain the nature of effective communications (EI:007) (PQ)
<b>Performance Element</b>	<b>Use communication skills to influence others.</b>
<b>Performance Indicators</b>	Persuade others (EI:012) (SP) Demonstrate negotiation skills (EI:062, EI LAP 8) (SP)
<b>Performance Element</b>	<b>Manage stressful situations to minimize negative workplace interactions.</b>
<b>Performance Indicators</b>	Use appropriate assertiveness (EI:008, HR LAP 16) (PQ) Use conflict-resolution skills (EI:015, EI LAP 7) (CS)
<b>Performance Element</b>	<b>Implement teamwork techniques to accomplish goals.</b>
<b>Performance Indicators</b>	Use consensus-building skills (EI:011) (SP) Motivate team members (EI:059) (SP) Encourage team building (EI:044) (SU)
<b>Performance Element</b>	<b>Employ leadership skills to achieve workplace objectives.</b>
<b>Performance Indicators</b>	Coach others (EI:041) (CS) Recognize/Reward others for their efforts and contributions (EI:014) (SU)
<b>Instructional Area</b>	<b>Financial Analysis</b>
<b>Performance Element</b>	<b>Perform accounting functions specific to a corporation to classify, record, and summarize corporate data.</b>
<b>Performance Indicators</b>	Analyze the articles of incorporation needed to start a corporation (MN)

<b>Instructional Area</b>	<b>Financial Analysis (cont'd)</b>
<b>Performance Element</b>	<b>Acquire fundamental knowledge of investment analysis and selection to make prudent investment decisions.</b>
<b>Performance Indicators</b>	Describe information that can be obtained from annual reports (SP)
<b>Instructional Area</b>	<b>Human Resources Management</b>
<b>Performance Element</b>	<b>Implement organizational skills to facilitate others' work efforts.</b>
<b>Performance Indicators</b>	Assist employees with prioritizing work responsibilities (HR:385) (SU) Delegate work to others (HR:386) (SU) Coordinate efforts of cross-functional teams to achieve project/company goals (HR:387) (SU) Manage collaborative efforts (HR:388) (SU)
<b>Performance Element</b>	<b>Staff a business unit to satisfy work demands while adhering to budget constraints.</b>
<b>Performance Indicators</b>	Screen job applications/resumes (HR:354) (SU) Interview job applicants (HR:355) (SU) Discuss employee compensation (HR:390) (SU) Select and hire new employees (HR:356) (SU) Conduct exit interviews (HR:357) (SU) Dismiss/Fire employees (HR:358) (SU) Maintain human resources records (HR:359) (SU)
<b>Performance Element</b>	<b>Manage staff growth and development to increase productivity and employee satisfaction.</b>
<b>Performance Indicators</b>	Orient new employees (HR:360) (CS) Orient new employees (management's role) (HR:361, MN LAP 42) (SU) Coach employees (HR:364) (SU) Maintain ongoing discussion of issues related to compensation (HR:391) (SU) Train staff (HR:392) (SU) Supervise staff (HR:393) (SU) Assess employee performance (HR:368) (SU)
<b>Performance Element</b>	<b>Resolve staff issues/problems to enhance productivity and improve employee relationships.</b>
<b>Performance Indicators</b>	Handle employee complaints and grievances (HR:366, MN LAP 45) (SU)

<b>Instructional Area</b>	<b>Information Management</b>
<b>Performance Element</b>	<b>Use information literacy skills to increase workplace efficiency and effectiveness.</b>
<b>Performance Indicators</b>	Assess information needs (NF:077) (CS) Obtain needed information efficiently (NF:078) (CS) Evaluate quality and source of information (NF:079) (CS) Apply information to accomplish a task (NF:080) (CS) Store information for future use (NF:081) (CS)
<b>Performance Element</b>	<b>Utilize information-technology tools to manage and perform work responsibilities.</b>
<b>Performance Indicators</b>	Demonstrate basic e-mail functions (NF:004) (PQ) Demonstrate basic web-search skills (NF:006) (PQ) Demonstrate basic word processing skills (NF:007) (PQ) Demonstrate basic presentation applications (NF:008) (PQ) Demonstrate collaborative/groupware applications (NF:011) (CS) Demonstrate advanced e-mail functions (SP) Demonstrate advanced web-search skills (SP) Demonstrate advanced word processing skills (SP) Demonstrate advanced presentation applications (SP) Create and post basic web page (NF:042) (SP) Create a web page for business applications (SP)
<b>Performance Element</b>	<b>Maintain business records to facilitate business operations.</b>
<b>Performance Indicators</b>	Describe the nature of business records (NF:001, NF LAP 1) (SP) Maintain customer records (NF:002) (SP)
<b>Performance Element</b>	<b>Acquire information to guide business decision-making.</b>
<b>Performance Indicators</b>	Monitor internal records for business information (NF:014) (SP) Conduct an environmental scan to obtain business information (NF:015) (SP)
<b>Performance Element</b>	<b>Acquire foundational knowledge of risk management information systems to understand their nature and scope.</b>
<b>Performance Indicators</b>	Explain the nature and scope of risk management information systems (RMIS) (MN)

<b>Instructional Area</b>	<b>Operations</b>
<b>Performance Element</b>	<b>Troubleshoot problems with office equipment to make repairs and/or to obtain technical support.</b>
<b>Performance Indicators</b>	Follow manufacturer's written procedures to fix technical problem (CS)
<b>Performance Element</b>	<b>Process a claim to fulfill company's legal obligation to client.</b>
<b>Performance Indicators</b>	Interview claimant and witnesses (SP) Negotiate with claimant (SP)
<b>Instructional Area</b>	<b>Professional Development</b>
<b>Performance Element</b>	<b>Participate in career-planning to enhance job-success potential.</b>
<b>Performance Indicators</b>	Identify sources of career information (PD:022) (CS)
<b>Performance Element</b>	<b>Implement job-seeking skills to obtain employment.</b>
<b>Performance Indicators</b>	Utilize job-search strategies (PD:026) (PQ) Complete a job application (PD:027) (PQ) Interview for a job (PD:028) (PQ) Write a follow-up letter after job interviews (PD:029) (CS) Write a letter of application (PD:030) (CS) Prepare a résumé (PD:031) (CS)
<b>Instructional Area</b>	<b>Marketing-Information Management</b>
<b>Performance Element</b>	<b>Acquire foundational knowledge of marketing-information management to understand its nature and scope.</b>
<b>Performance Indicators</b>	Identify information monitored for marketing decision making (IM:184) (SP)
<b>Performance Element</b>	<b>Understand marketing-research activities to show command of their nature and scope.</b>
<b>Performance Indicators</b>	Explain the nature of marketing research (IM:010, IM LAP 5) (SP) Discuss the nature of marketing research problems/issues (IM:282) (SP)

<b>Instructional Area</b>	<b>Marketing-Information Management (cont'd)</b>
<b>Performance Element</b>	<b>Understand marketing-research design considerations to evaluate their appropriateness for the research problem/issue.</b>
<b>Performance Indicators</b>	Describe methods used to design marketing-research studies (i.e., descriptive, exploratory, and causal) (IM:283) (SP) Describe options businesses use to obtain marketing-research data (i.e., primary and secondary research) (IM:281) (SP)
<b>Instructional Area</b>	<b>Product/Service Management</b>
<b>Performance Element</b>	<b>Employ financial product/service-mix to meet customer expectations.</b>
<b>Performance Indicators</b>	Identify financial product/service to fill customer need (MN)
<b>Instructional Area</b>	<b>Risk Management</b>
<b>Performance Element</b>	<b>Use risk management techniques to plan for potentially damaging events.</b>
<b>Performance Indicators</b>	Explain the nature and scope of a company's risk management manual (MN) Discuss features of contingency plans (e.g., disaster recovery, crisis management, business continuity, etc.) (MN)
<b>Instructional Area</b>	<b>Selling</b>
<b>Performance Element</b>	<b>Utilize sales techniques to generate new business.</b>
<b>Performance Indicators</b>	Cross-sell banking products and services (CS) Demonstrate the relationship-selling process (CS) Assist a customer in the opening of an account (CS)
<b>Performance Element</b>	<b>Utilize sales processes and techniques to aid in successfully completing the sale.</b>
<b>Performance Indicators</b>	Schedule appointments with prospective clients (SP) Interview client (SP) Obtain information on the client's finances and investment goals (SP) Develop an investment recommendation for the client (SP) Prepare sales presentation materials (SP) Present investment recommendation to client (SP) Convert objections into selling points (SP) Close the securities/investment sale (SP) Follow up on the completion of the transaction (SP)



<b>Instructional Area</b>	<b>Selling (cont'd)</b>
<b>Performance Element</b>	<b>Acquire product knowledge to communicate product benefits and to ensure appropriateness of product for the customer.</b>
<b>Performance Indicators</b>	Acquire product information for use in selling (SE:062) (CS) Analyze product information to identify product features and benefits (SE:109, SE LAP 113) (SP)
<b>Performance Element</b>	<b>Evaluate existing client insurance and risk management needs to generate more business.</b>
<b>Performance Indicators</b>	Evaluate a client's insurance needs (SP) Recommend coverage upgrades to clients where appropriate (SP)
<b>Performance Element</b>	<b>Utilize sales processes and techniques to aid in successfully completing the sale.</b>
<b>Performance Indicators</b>	Identify prospective clients (SP) Schedule appointments with prospective clients (SP) Interview client (SP) Determine client's insurance needs (SP) Prepare sales presentation materials (SP) Present insurance recommendation to client (SP) Close the insurance sale (SP) Handle objections (SP) Process insurance documentation (SP)

## **Appendix H**

### Performance Indicators for Mathematics

<b>Instructional Area</b>	<b>Economics</b>
<b>Performance Element</b>	<b>Understand economic systems to be able to recognize the environments in which businesses function.</b>
<b>Performance Indicators</b>	Identify factors affecting a business's profit (EC:010, EC LAP 2) (CS)
<b>Performance Element</b>	<b>Analyze cost/profit relationships to guide business decision-making.</b>
<b>Performance Indicators</b>	Explain the concept of productivity (EC:013, EC LAP 18) (CS)
<b>Instructional Area</b>	<b>Financial Analysis</b>
<b>Performance Element</b>	<b>Understand the fundamental principles of money needed to make financial exchanges.</b>
<b>Performance Indicators</b>	Explain the time value of money (FI:062) (CS) Explain the purposes and importance of credit (FI:002, FI LAP 2) (CS)
<b>Performance Element</b>	<b>Analyze financial needs and goals to determine financial requirements.</b>
<b>Performance Indicators</b>	Explain the nature of financial needs (e.g., college, retirement, wills, insurance, etc.) (FI:064) (CS) Explain the need to save and invest (FI:270) (CS) Set financial goals (FI:065) (CS) Develop personal budget (FI:066) (CS)
<b>Performance Element</b>	<b>Manage personal finances to achieve financial goals.</b>
<b>Performance Indicators</b>	Explain the nature of tax liabilities (FI:067) (PQ) Interpret a pay stub (FI:068) (PQ) Prepare bank account documents (e.g., checks, deposit/withdrawal slips, endorsements, etc.) (PQ) Maintain financial records (FI:069) (PQ) Read and reconcile bank statements (FI:070) (PQ) Discuss the advantages and disadvantages of renting versus buying property (CS) Demonstrate the wise use of credit (FI:071) (CS) Prepare personal income tax forms (i.e., 1040 EZ form) (FI:075) (CS)
<b>Performance Element</b>	<b>Identify potential business threats and opportunities to protect a business's financial well-being.</b>
<b>Performance Indicators</b>	Obtain insurance coverage (FI:082) (ON) Identify speculative business risks (FI:080) (MN)

<b>Instructional Area</b>	<b>Financial Analysis (cont'd)</b>
<b>Performance Element</b>	<b>Acquire a foundational knowledge of accounting to understand its nature and scope.</b>
<b>Performance Indicators</b>	Explain the concept of accounting (FI:085, FI LAP 5) (CS)
<b>Performance Element</b>	<b>Implement accounting procedures to track money flow and to determine financial status.</b>
<b>Performance Indicators</b>	Describe the nature of cash flow statements (FI:091, FI LAP 6) (SP) Prepare cash flow statements (FI:092) (MN) Explain the nature of balance sheets (FI:093) (SP) Prepare balance sheets (MN) Describe the nature of income statements (FI:094, FI LAP 4) (SP) Prepare income statements (MN) Prepare a statement of equity and retained earnings (MN)
<b>Performance Element</b>	<b>Manage financial resources to ensure solvency.</b>
<b>Performance Indicators</b>	Describe the nature of budgets (FI:106, FI LAP 3) (SP) Explain the nature of operating budgets (FI:098) (SU) Describe the nature of cost/benefit analysis (FI:357) (MN) Determine relationships among total revenue, marginal revenue, output, and profit (FI:358) (MN) Develop company's/department's budget (FI:099) (MN) Forecast sales (FI:096, IM LAP 4) (MN) Calculate financial ratios (FI:097) (MN) Determine business liquidity (MN) Calculate business profitability (MN) Describe types of financial statement analysis (e.g., ratio analysis, trend analysis, etc.) (SP) Interpret financial statements (FI:102) (MN) Spot problems in/issues with financial statements (MN)
<b>Performance Element</b>	<b>Explore the nature of assets' values to make a selection with the best return on investment.</b>
<b>Performance Indicators</b>	Discuss factors that affect the value of an asset (e.g., cash flows, growth rate, timing, inflation, interest rate, opportunity cost, and risk and required return) (SP)
<b>Performance Element</b>	<b>Utilize sources of securities information to make informed financial decisions.</b>
<b>Performance Indicators</b>	Read/Interpret securities table (SP)

<b>Instructional Area</b>	<b>Financial Analysis (cont'd)</b>
<b>Performance Element</b>	<b>Use debt and equity capital to raise funds for business growth.</b>
<b>Performance Indicators</b>	Describe the financial needs of a business at different stages of its development (MN) Discuss factors to consider in choosing between debt and equity capital (MN) Explain the significance of a firm's capital structure (MN)
<b>Performance Element</b>	<b>Classify, record, and summarize data to produce needed financial information.</b>
<b>Performance Indicators</b>	Discuss the nature of the accounting cycle (CS) Demonstrate the effects of transactions on the accounting equation (CS) Prepare a chart of accounts (CS) Record transactions in a general journal (CS) Post journal entries to general ledger accounts (CS) Prepare a trial balance (CS) Journalize and post adjusting entries (CS) Journalize and post closing entries (CS) Prepare a post-closing trial balance (CS) Prepare work sheets (SP) Discuss the nature of annual reports (SP) Discuss the use of financial ratios in accounting (SP) Project future revenues and expenses (MN) Apply bankruptcy prediction models (MN)
<b>Performance Element</b>	<b>Maintain cash controls to track cash flow.</b>
<b>Performance Indicators</b>	Explain cash control procedures (e.g., signature cards, deposit slips, internal/external controls, cash clearing, etc.) (CS) Prove cash (CS) Journalize/post entries to establish and replenish petty cash (CS) Journalize/post entries related to banking activities (CS) Explain the benefits of electronic funds transfer (EFT) (CS) Prepare bank deposits (CS) Prepare purchase requisitions (CS) Prepare purchase orders (CS) Prepare sales slips (CS) Prepare invoices (CS) Explain the nature of the voucher system (CS) Prepare vouchers (CS) Record transactions using a voucher system (CS)

<b>Instructional Area</b>	<b>Financial Analysis (cont'd)</b>
<b>Performance Element</b>	<b>Perform accounts payable functions to record, control, and disburse payments to vendors.</b>
<b>Performance Indicators</b>	<p>Explain the nature of accounts payable (CS)</p> <p>Maintain a vendor file (CS)</p> <p>Analyze purchase transactions (CS)</p> <p>Post to an accounts payable subsidiary ledger (CS)</p> <p>Prepare a credit memorandum for returned goods (CS)</p> <p>Process invoices for payment (CS)</p> <p>Process accounts payable checks (CS)</p> <p>Prepare an accounts payable schedule (SP)</p>
<b>Performance Element</b>	<b>Perform accounts receivable functions to record, control, and collect payments due from the sale of goods and services.</b>
<b>Performance Indicators</b>	<p>Explain the nature of accounts receivable (CS)</p> <p>Maintain a customer file for accounts receivable (CS)</p> <p>Analyze sales transactions (CS)</p> <p>Post to an accounts receivable subsidiary ledger (CS)</p> <p>Process sales orders and invoices (CS)</p> <p>Process sales returns and allowances (CS)</p> <p>Process customer payments (CS)</p> <p>Prepare customer statements (CS)</p> <p>Process uncollectible accounts (CS)</p> <p>Prepare an accounts receivable schedule (SP)</p> <p>Determine uncollectable accounts receivable (MN)</p>
<b>Performance Element</b>	<b>Perform accounting functions specific to a merchandising business to classify, record, and summarize business data.</b>
<b>Performance Indicators</b>	<p>Explain the nature of special journals (CS)</p> <p>Record transactions in special journals (CS)</p>
<b>Performance Element</b>	<b>Complete payroll procedures to calculate, record, and distribute payroll earnings.</b>
<b>Performance Indicators</b>	<p>Calculate time cards (CS)</p> <p>Maintain employee earnings records (CS)</p> <p>Calculate employee earnings (e.g., gross earnings, net pay) (SP)</p> <p>Calculate employee-paid withholdings (SP)</p> <p>Prepare a payroll register (SP)</p> <p>Record the payroll in the general journal (SP)</p> <p>Complete payroll tax expense forms (SP)</p> <p>Prepare federal, state, and local payroll tax reports (SP)</p>

<b>Instructional Area</b>	<b>Financial Analysis (cont'd)</b>
<b>Performance Element</b>	<b>Maintain inventory records to track the location, quantity, and value of current assets.</b>
<b>Performance Indicators</b>	Record inventory usage (CS) Process invoice of inventory (CS) Process results of inventory (CS) Process inventory adjustments (CS)
<b>Performance Element</b>	<b>Perform specialized accounting procedures to track cash flow.</b>
<b>Performance Indicators</b>	Process notes payable and receivable (SP) Determine the book value of a plant asset (SP) Prepare depreciation schedule (SP) Record the disposition of assets (SP) Account for intangible assets (MN) Analyze accounting records to make business decisions (MN)
<b>Performance Element</b>	<b>Utilize cost accounting methods to track, record, and analyze business costs.</b>
<b>Performance Indicators</b>	Maintain job order cost sheets (SP) Calculate the cost of goods sold (SP) Determine the cost of inventory (SP) Compute overhead rates (SP) Apply overhead to jobs (MN) Conduct cost-volume-profit analysis (MN) Develop standard variable costs for a product (MN) Calculate variances (MN) Conduct variance analysis (MN) Perform cost allocation functions (MN) Prepare cost of production reports (MN)
<b>Performance Element</b>	<b>Prepare budget reports to make business decisions.</b>
<b>Performance Indicators</b>	Process preliminary budget detail (MN) Prepare budget reports (MN) Determine relevant cost and revenue data for decision-making purposes (MN)

<b>Instructional Area</b>	<b>Financial Analysis (cont'd)</b>
<b>Performance Element</b>	<b>Perform accounting functions specific to a partnership to classify, record, and summarize business data.</b>
<b>Performance Indicators</b>	Allocate profits and losses to the partners (MN) Prepare a statement of partners' equities (MN) Prepare a balance sheet for a partnership (MN) Account for the revaluation of assets and liabilities prior to the dissolution of a partnership (MN) Account for the sale of a partnership interest (MN) Account for the withdrawal of a partner from a partnership (MN)
<b>Performance Element</b>	<b>Perform accounting functions specific to a corporation to classify, record, and summarize corporate data.</b>
<b>Performance Indicators</b>	Explain methods to account for the issuance of stock (MN) Compute the number of shares of common stock to be issued on the conversion of convertible preferred stock (MN) Compute dividends payable on stock (MN) Prepare a balance sheet for a corporation (MN) Complete a worksheet for a corporation (MN) Prepare an income statement for a corporation (MN) Prepare a statement of equity and retained earnings for a corporation (MN)
<b>Performance Element</b>	<b>Determine suitable internal accounting controls to ensure the proper recording of financial transactions.</b>
<b>Performance Indicators</b>	Determine the components of internal accounting control procedures (MN) Maintain internal accounting controls (MN)
<b>Performance Element</b>	<b>Conduct an audit to verify the integrity of a business's financial reporting process, accounting functions, and internal controls.</b>
<b>Performance Indicators</b>	Conduct an audit (MN) Prepare auditing reports (MN)
<b>Performance Element</b>	<b>Perform tax accounting functions to lessen clients' tax burdens.</b>
<b>Performance Indicators</b>	Integrate tax strategies with family financial goals (SP)
<b>Performance Element</b>	<b>Utilize financial formulas to aid in the growth and stability of banking services.</b>
<b>Performance Indicators</b>	Explain key ratios/terms in banking (SP) Compute key banking calculations (e.g., interest, annual percentage rate, etc.) (SP)



<b>Instructional Area</b>	<b>Financial Analysis (cont'd)</b>
<b>Performance Element</b>	<b>Use investment strategies to ensure financial wellbeing.</b>
<b>Performance Indicators</b>	Establish investment goals and objectives (FI:079) (MN) Explain the nature of capital investment (FI:078) (MN)
<b>Performance Element</b>	<b>Acquire fundamental knowledge of investment analysis and selection to make prudent investment decisions.</b>
<b>Performance Indicators</b>	Explain information that can be obtained from financial statements (SP) Explain fundamental analysis used in making investment decisions (SP) Describe the nature of technical analysis (SP) Explain strategies for selecting investments (SP)
<b>Performance Element</b>	<b>Select investments to generate revenue for clients.</b>
<b>Performance Indicators</b>	Interpret financial ratios significant to investors (SP) Calculate stock-related values (e.g., the value of a constant growth stock, the expected value of future dividends, the expected rate of return, etc.) (SP) Calculate bond-related values (e.g., the price of a bond given its yield to maturity, the coupon interest payment for a bond, the effects of interest rates on the price of a bond, etc.) (SP) Assess securities' fundamentals (SP) Choose investments based on fundamental analysis (SP)
<b>Performance Element</b>	<b>Understand fundamental financial concepts to appropriately manage business finances.</b>
<b>Performance Indicators</b>	Discuss the nature of depreciation (SP)
<b>Performance Element</b>	<b>Calculate business ratios to evaluate company performance.</b>
<b>Performance Indicators</b>	Discuss the use of financial ratios in business finance (SP) Calculate corporate activity ratios (MN) Calculate corporate debt ratios (MN) Calculate market ratios (MN) Discuss the use of benchmarks when analyzing ratios (MN)
<b>Performance Element</b>	<b>Explore capital budgeting to understand the capital expenditure decision-making process.</b>
<b>Performance Indicators</b>	Discuss the capital budgeting process (MN)

<b>Instructional Area</b>	<b>Financial Analysis (cont'd)</b>
<b>Performance Element</b>	<b>Conduct cash flow analysis to select an acceptable capital expenditure.</b>
<b>Performance Indicators</b>	<p>Discuss the nature of relevant cash flow analysis (SP)</p> <p>Explain the nature of the payback period (SP)</p> <p>Calculate the payback period (MN)</p> <p>Discuss the use of net present value (NPV) (SP)</p> <p>Explain the relationship between the internal rate of return and net present value (SP)</p> <p>Calculate the net present value (NPV) (MN)</p> <p>Calculate the internal rate of return (IRR) (MN)</p>
<b>Performance Element</b>	<b>Perform calculations to assist in capital budgeting decision-making.</b>
<b>Performance Indicators</b>	Calculate the initial investment associated with a proposed capital expenditure (MN)
<b>Performance Element</b>	<b>Understand financial planning in business finance to strive for business goals.</b>
<b>Performance Indicators</b>	Discuss the nature of short-term (operating) financial plans (SP)
<b>Performance Element</b>	<b>Conduct cash planning to determine a company's short-term cash requirements.</b>
<b>Performance Indicators</b>	Explain the use of cash budgets (SP)
<b>Performance Element</b>	<b>Conduct profit planning to forecast business profit.</b>
<b>Performance Indicators</b>	Discuss the use of pro forma statements in profit planning (SP)
<b>Performance Element</b>	<b>Utilize a company's financial statements to analyze its financial situation.</b>
<b>Performance Indicators</b>	<p>Discuss the analysis of a company's financial situation using its financial statements (SP)</p> <p>Discuss external forces affecting a company's value (SP)</p> <p>Explain how value is created for a company (SP)</p>

<b>Instructional Area</b>	<b>Financial Analysis (cont'd)</b>
<b>Performance Element</b>	<b>Utilize capital market securities to secure financing for a company.</b>
<b>Performance Indicators</b>	Discuss ways to determine the best financing option for a company (SP) Discuss the cost of long-term debt (SP) Discuss the cost of common stock (SP)
<b>Instructional Area</b>	<b>Human Resources Management</b>
<b>Performance Element</b>	<b>Implement organizational skills to facilitate others' work efforts.</b>
<b>Performance Indicators</b>	Harmonize tasks, projects, and employees in the context of business priorities (HR:389) (SU)
<b>Performance Element</b>	<b>Staff a business unit to satisfy work demands while adhering to budget constraints.</b>
<b>Performance Indicators</b>	Determine hiring needs (HR:353) (SU)
<b>Performance Element</b>	<b>Manage staff growth and development to increase productivity and employee satisfaction.</b>
<b>Performance Indicators</b>	Assess employee performance (HR:368) (SU)
<b>Instructional Area</b>	<b>Information Management</b>
<b>Performance Element</b>	<b>Utilize information-technology tools to manage and perform work responsibilities.</b>
<b>Performance Indicators</b>	Demonstrate basic database applications (NF:009) (PQ) Demonstrate basic spreadsheet applications (NF:010) (PQ) Demonstrate advanced database applications (SP) Demonstrate advanced spreadsheet applications (SP) Demonstrate advanced graph and chart applications Create and post basic web page (NF:042) (SP) Create a web page for business applications (SP) Establish specifications for selecting hardware/software systems (NF:091) (MN) Determine venture's information technology needs (NF:012) (MN)

<b>Instructional Area</b>	<b>Information Management (cont'd)</b>
<b>Performance Element</b>	<b>Acquire information to guide business decision-making.</b>
<b>Performance Indicators</b>	Monitor internal records for business information (NF:014) (SP) Conduct an environmental scan to obtain business information (NF:015) (SP) Interpret statistical findings (NF:093) (SP)
<b>Instructional Area</b>	<b>Operations</b>
<b>Performance Element</b>	<b>Implement purchasing activities to obtain business supplies, equipment and services.</b>
<b>Performance Indicators</b>	Place orders/reorders (OP:016) (CS) Maintain inventory of supplies (OP:031) (CS)
<b>Performance Element</b>	<b>Implement expense-control strategies to enhance a business's financial wellbeing.</b>
<b>Performance Indicators</b>	Explain the nature of overhead/operating costs (OP:024) (SP)
<b>Performance Element</b>	<b>Acquire knowledge of bank security programs to minimize chance for loss.</b>
<b>Performance Indicators</b>	Discuss procedures for the secure handling of cash (CS) Discuss the secure handling of checks (CS) Explain procedures for detecting and reporting counterfeit currency (CS)
<b>Performance Element</b>	<b>Perform daily banking activities to process cash.</b>
<b>Performance Indicators</b>	Process damaged and/or mutilated currency and coin (CS) Order and deposit currency/coin (CS) Deposit checks (CS) Fill/empty ATMs (Automatic Teller Machines) (CS) Handle differences in cash received/deposited (SP) Identify requirements for transporting cash (SP)
<b>Performance Element</b>	<b>Underwrite loan applications to determine creditworthiness of customers.</b>
<b>Performance Indicators</b>	Explain the process of credit analysis (SP) Describe factors affecting loan pricing and loan structuring (SP) Underwrite a loan application (SP)
<b>Performance Element</b>	<b>Process a claim to fulfill company's legal obligation to client.</b>

<b>Instructional Area</b>	<b>Operations (cont'd)</b>
<b>Performance Indicators</b>	Process an insurance claim (SP) Inspect property damage (SP) Compile claim report (SP) Negotiate with claimant (SP)
<b>Instructional Area</b>	<b>Professional Development</b>
<b>Performance Element</b>	<b>Acquire self-development skills to enhance relationships and improve efficiency in the work environment.</b>
<b>Performance Indicators</b>	Set personal goals (PD:018, HR LAP 6) (CS)
<b>Performance Element</b>	<b>Understand the fundamentals of cost accounting to obtain a foundation for employment in the accounting industry.</b>
<b>Performance Indicators</b>	Explain the nature of managerial cost accounting (e.g., activities, costs, cost drivers, etc.) (SP) Discuss the use of cost-volume-profit analysis (SP) Discuss cost accounting systems (e.g., job order costing, process costing, activity-based costing [ABC], project costing, etc.) (SP) Explain the nature of cost accounting decision making (SP) Discuss the nature of cost accounting budgets (SP) Discuss the use of variance analysis for cost accounting (SP) Discuss the nature of cost allocation (SP)
<b>Performance Element</b>	<b>Acquire knowledge of the securities and investments industry to understand the environment in which its services are offered.</b>
<b>Performance Indicators</b>	Discuss the relationship between bond prices and yields (SP)
<b>Instructional Area</b>	<b>Financial-Information Management</b>
<b>Performance Element</b>	<b>Acquire foundational knowledge of financial information analysis to aid in financial decision-making.</b>
<b>Performance Indicators</b>	Explain the use of financial information to identify trends (SP) Identify reasons to analyze financial data (e.g., to understand accounting treatment, to verify information, to analyze variances, to guide financial decision-making) (SP)
<b>Performance Element</b>	<b>Utilize technology to record and analyze accounting transactions.</b>
<b>Performance Indicators</b>	Discuss the use of data mining in accounting (SP) Integrate technology into accounting (SP)

<b>Instructional Area</b>	<b>Financial-Information Management (cont'd)</b>
<b>Performance Element</b>	<b>Utilize financial information technology tools to manage financial information and perform work responsibilities.</b>
<b>Performance Indicators</b>	Data mine accounting records for financial information (SP) Demonstrate budgeting applications (SP) Demonstrate financial analysis applications (SP) Demonstrate advanced database applications (SP)
<b>Instructional Area</b>	<b>Product/Service Management</b>
<b>Performance Element</b>	<b>Employ financial product/service-mix to meet customer expectations.</b>
<b>Performance Indicators</b>	Identify financial product/service to fill customer need (MN)
<b>Instructional Area</b>	<b>Project Management</b>
<b>Performance Element</b>	<b>Utilize project management skills to start, run, and end projects.</b>
<b>Performance Indicators</b>	Identify resources needed for project (OP:003) (SP) Develop project plan (OP:001) (SP) Apply project-management tools to monitor project progress (OP:002) (SP) Evaluate project results (OP:159) (SP)
<b>Instructional Area</b>	<b>Risk Management</b>
<b>Performance Element</b>	<b>Use risk management techniques to plan for potentially damaging events.</b>
<b>Performance Indicators</b>	Select risk management strategies (MN) Develop a risk management program (MN) Evaluate a risk management program (MN)

<b>Instructional Area</b>	<b>Risk Management (cont'd)</b>
<b>Performance Element</b>	<b>Manage risk to protect a business's well-being.</b>
<b>Performance Indicators</b>	<p>Discuss the nature of risk measurement (SP)</p> <p>Measure risk (MN)</p> <p>Explain the nature of interest rate risk (SP)</p> <p>Manage interest rate risk (MN)</p> <p>Discuss the use of derivatives in financial risk management (MN)</p> <p>Evaluate the risks of derivatives (MN)</p> <p>Assess business's potential to expand into new markets (MN)</p> <p>Identify business risks (MN)</p> <p>Assess task risks (MN)</p> <p>Assess accounting risks (MN)</p> <p>Assess legal risks (MN)</p> <p>Evaluate speculative business risks (MN)</p> <p>Integrate risk management into business operations (MN)</p>
<b>Instructional Area</b>	<b>Selling</b>
<b>Performance Element</b>	<b>Utilize sales processes and techniques to aid in successfully completing the sale.</b>
<b>Performance Indicators</b>	<p>Obtain information on the client's finances and investment goals (SP)</p> <p>Determine investment strategies for meeting client's investment goals (SP)</p> <p>Determine client's insurance needs (SP)</p> <p>Process insurance documentation (SP)</p> <p>Complete the order ticket according to the client's instructions (SP)</p> <p>Enter the order (SP)</p> <p>Monitor the client's portfolio (SP)</p>
<b>Performance Element</b>	<b>Acquire product knowledge to communicate product benefits and to ensure appropriateness of product for the customer.</b>
<b>Performance Indicators</b>	<p>Explain the nature of liability insurance (SP)</p> <p>Describe components of automobile insurance coverage (SP)</p> <p>Discuss components of homeowners insurance (SP)</p> <p>Discuss the nature of health insurance coverage (SP)</p> <p>Discuss the nature of life insurance (SP)</p> <p>Explain the nature of stocks (SP)</p> <p>Explain the nature of bonds (SP)</p> <p>Describe the nature of mutual funds (SP)</p> <p>Describe the rights of stockholders (SP)</p> <p>Explain the nature of dividends (SP)</p> <p>Discuss the nature of stock splits (SP)</p> <p>Discuss the nature of options strategies (SP)</p>

<b>Instructional Area</b>	<b>Selling (cont'd)</b>
<b>Performance Element</b>	<b>Evaluate existing client insurance and risk management needs to generate more business.</b>
<b>Performance Indicators</b>	Evaluate a client's insurance needs (SP)



## **Appendix I**

### Performance Indicators for Social Science

<b>Instructional Area</b>	<b>Business Law</b>
<b>Performance Element</b>	<b>Acquire foundational knowledge of business laws and regulations to understand their nature and scope.</b>
<b>Performance Indicators</b>	<p>Discuss the nature of law and sources of law in the United States (BL:067) (SP)</p> <p>Describe the United States' judicial system (BL:068) (SP)</p> <p>Discuss the nature of the United States Constitution (SP)</p> <p>Describe legal issues affecting businesses (BL:001) (SP)</p>
<b>Performance Element</b>	<b>Understand the civil foundations of the legal environment of business to demonstrate knowledge of contracts.</b>
<b>Performance Indicators</b>	<p>Distinguish between torts and crimes (SP)</p> <p>Describe crimes affecting businesses (SP)</p> <p>Identify the basic torts relating to business enterprises (BL:069) (SP)</p> <p>Describe unfair business practices (SP)</p> <p>Describe the nature of legally binding contracts (BL:002) (SP)</p> <p>Explain the nature of contract exclusivity (BL:050) (SP)</p> <p>Discuss the nature of contract suspensions (SP)</p> <p>Explain the nature of contract terminations (SP)</p>
<b>Performance Element</b>	<b>Explore the regulatory environment of United States' businesses to understand the diversity of regulations.</b>
<b>Performance Indicators</b>	<p>Describe the nature of legal procedure (BL:070) (SP)</p> <p>Discuss the nature of debtor-creditor relationships (BL:071) (SP)</p> <p>Discuss the nature of agency relationships (BL:072) (SP)</p> <p>Discuss the nature of bankruptcy law (SP)</p> <p>Discuss the nature of environmental law (BL:073) (SP)</p> <p>Discuss the role of administrative law (BL:074) (SP)</p> <p>Describe the nature of the Uniform Commercial Code (UCC) (SP)</p> <p>Describe methods used to protect intellectual property (BL:051) (SP)</p> <p>Discuss the impact of the Internet on business law (SP)</p> <p>Describe the nature of product liability law (SP)</p>
<b>Performance Element</b>	<b>Understand human-resources laws and regulations to facilitate business operations</b>
<b>Performance Indicators</b>	<p>Explain unfair labor practices (SP)</p> <p>Explain the nature of human resources regulations (BL:007) (SU)</p> <p>Explain the nature of workplace regulations (including OSHA, ADA) (BL:008) (SU)</p> <p>Discuss employment relationships (BL:075) (SU)</p>
<b>Performance Element</b>	<b>Acquire knowledge of commerce laws and regulations to continue business operations.</b>
<b>Performance Indicators</b>	<p>Explain the nature of trade regulations (BL:004) (MN)</p> <p>Describe the impact of anti-trust legislation (BL:076) (MN)</p>

<b>Instructional Area</b>	<b>Business Law (cont'd)</b>
<b>Performance Element</b>	<b>Understand regulation of accounting to adhere to government requirements.</b>
<b>Performance Indicators</b>	Discuss the impact of the Sarbanes-Oxley Act of 2002 on accounting (SP) Describe the role of the Securities and Exchange Commission (SEC) in regulating the accounting industry (SP) Discuss state regulation of the accounting industry (SP)
<b>Performance Element</b>	<b>Understand regulations governing banking services to adhere to government requirements.</b>
<b>Performance Indicators</b>	Discuss e-compliance issues in banking services (SP) Discuss federal regulation of lending functions (SP) Discuss federal regulation of operations functions in banking services (SP) Discuss the responsibilities of regulatory agencies that oversee the banking industry (SP)
<b>Performance Element</b>	<b>Understand regulation of the securities and investments industry to adhere to government requirements.</b>
<b>Performance Indicators</b>	Discuss legal and ethical considerations in buying and selling securities (SP) Discuss state regulation of the securities and investments industry (SP) Explain the role of the National Association of Securities Dealers (NASD) in the regulation of securities and investments (SP)
<b>Performance Element</b>	<b>Understand regulation of the insurance industry to adhere to government requirements.</b>
<b>Performance Indicators</b>	Discuss federal and state regulation governing the insurance industry (SP) Explain the significance of the Consolidated Omnibus Budget Reconciliation Act (COBRA) (SP) Discuss Title I of the Health Insurance Portability and Accountability Act (HIPAA) (SP)
<b>Performance Element</b>	<b>Understand the legal environment of insurance to interpret insurance contracts.</b>
<b>Performance Indicators</b>	Discuss fundamental legal principles that pertain to insurance (e.g., indemnity, insurable interest, subrogation, utmost good faith) (MN)
<b>Performance Element</b>	<b>Understand regulations governing corporate finance to adhere to government requirements.</b>
<b>Performance Indicators</b>	Explain laws and regulations pertaining to corporate finance (SP)

<b>Instructional Area</b>	<b>Customer Relations</b>
<b>Performance Element</b>	<b>Foster positive relationships with customers to enhance company image.</b>
<b>Performance Indicators</b>	Adapt communication to the cultural and social differences among clients (CR:019) (CS)
<b>Instructional Area</b>	<b>Economics</b>
<b>Performance Element</b>	<b>Understand fundamental economic concepts to obtain a foundation for employment in business.</b>
<b>Performance Indicators</b>	Distinguish between economic goods and services (EC:002, EC LAP 10) (CS) Explain the concept of economic resources (EC:003, EC LAP 14) (CS) Describe the concepts of economics and economic activities (EC:001, EC LAP 6) (CS) Determine economic utilities created by business activities (EC:004, EC LAP 13) (CS) Explain the principles of supply and demand (EC:005, EC LAP 11) (CS) Describe the functions of prices in markets (EC:006, EC LAP 12) (CS)
<b>Performance Element</b>	<b>Understand the nature of business to show its contributions to society.</b>
<b>Performance Indicators</b>	Explain the role of business in society (EC:070, EC LAP 20) (CS) Describe types of business activities (EC:071, EC LAP 19) (CS) Explain the organizational design of businesses (EC:103) (SP) Discuss the global environment in which businesses operate (EC:104) (SP) Describe factors that affect the business environment (EC:105) (SP) Explain the nature of business ethics (EC:106) (SP) Explain how organizations adapt to today's markets (EC:107) (SP)
<b>Performance Element</b>	<b>Understand economic systems to be able to recognize the environments in which businesses function.</b>
<b>Performance Indicators</b>	Explain the types of economic systems (EC:007, EC LAP 17) (CS) Explain the concept of private enterprise (EC:009, EC LAP 15) (CS) Identify factors affecting a business's profit (EC:010, EC LAP 2) (CS) Determine factors affecting business risk (EC:011, EC LAP 3) (CS) Explain the concept of competition (EC:012, EC LAP 8) (CS)
<b>Performance Element</b>	<b>Acquire knowledge of the impact of government on business activities to make informed economic decisions.</b>
<b>Performance Indicators</b>	Determine the relationship between government and business (EC:008, EC LAP 16) (CS) Describe the nature of taxes (EC:072) (SP)

<b>Instructional Area</b>	<b>Economics (cont'd)</b>
<b>Performance Element</b>	<b>Analyze cost/profit relationships to guide business decision-making.</b>
<b>Performance Indicators</b>	<p>Explain the concept of productivity (EC:013, EC LAP 18) (CS)</p> <p>Analyze the impact of specialization/division of labor on productivity (EC:014, EC LAP 7) (SP)</p> <p>Explain the concept of organized labor and business (EC:015, EC LAP 5) (SP)</p> <p>Explain the impact of the law of diminishing returns (EC:023) (SP)</p>
<b>Performance Element</b>	<b>Understand economic indicators to recognize economic trends and conditions.</b>
<b>Performance Indicators</b>	<p>Discuss the measure of consumer spending as an economic indicator (EC:081) (SP)</p> <p>Describe the economic impact of inflation on business (EC:083) (SP)</p> <p>Explain the concept of Gross Domestic Product (GDP) (EC:017, EC LAP 1) (SP)</p> <p>Discuss the impact of a nation's unemployment rates (EC:082) (SP)</p> <p>Explain the economic impact of interest-rate fluctuations (EC:084) (SP)</p> <p>Determine the impact of business cycles on business activities (EC:018, EC LAP 9) (SP)</p>
<b>Performance Element</b>	<b>Determine global trade's impact on business decision-making.</b>
<b>Performance Indicators</b>	<p>Explain the nature of global trade (EC:016, EC LAP 4) (SP)</p> <p>Describe the determinants of exchange rates and their effects on the domestic economy (EC:100) (SP)</p> <p>Discuss the impact of cultural and social environments on global trade (EC:045) (SP)</p>
<b>Instructional Area</b>	<b>Emotional Intelligence</b>
<b>Performance Element</b>	<b>Identify with others' feelings, needs, and concerns to enhance interpersonal relations.</b>
<b>Performance Indicators</b>	Exhibit cultural sensitivity (EI:033, EI LAP 11) (CS)
<b>Performance Element</b>	<b>Manage internal and external business relationships to foster positive interactions.</b>
<b>Performance Indicators</b>	<p>Explain the impact of political relationships within an organization (EI:034) (SP)</p> <p>Discuss the nature of organizational behavior (SP)</p> <p>Discuss the impact of organizational culture on organizational behavior (SP)</p> <p>Describe the impact of organizational conflict (SP)</p>

<b>Instructional Area</b>	<b>Financial Analysis</b>
<b>Performance Element</b>	<b>Acquire a foundational knowledge of accounting to understand its nature and scope.</b>
<b>Performance Indicators</b>	Explain legal considerations for accounting (FI:353) (SP)
<b>Performance Element</b>	<b>Acquire a foundational knowledge of finance to understand its nature and scope.</b>
<b>Performance Indicators</b>	Explain legal considerations for finance (FI:356) (SP)
<b>Instructional Area</b>	<b>Information Management</b>
<b>Performance Element</b>	<b>Acquire a foundational knowledge of information management to understand its nature and scope.</b>
<b>Performance Indicators</b>	Explain legal issues associated with information management (NF:076) (SP)
<b>Instructional Area</b>	<b>Marketing</b>
<b>Performance Element</b>	<b>Acquire foundational knowledge of customer/client/business behavior to understand what motivates decision-making.</b>
<b>Performance Indicators</b>	Explain customer/client/business buying behavior (MK:014) (SP)
<b>Instructional Area</b>	<b>Operations</b>
<b>Performance Element</b>	<b>Abide by risk management policies and procedures for technology to minimize loss.</b>
<b>Performance Indicators</b>	Adhere to laws pertaining to computer crime, fraud, and abuse (CS)
<b>Performance Element</b>	<b>Perform daily banking activities to process cash.</b>
<b>Performance Indicators</b>	Discuss the role of the Federal Reserve System in banking operations (SP)

<b>Instructional Area</b>	<b>Channel Management</b>
<b>Performance Element</b>	<b>Acquire foundational knowledge of channel management to understand its role in marketing.</b>
<b>Performance Indicators</b>	Explain legal considerations in channel management (CM:005) (SP)
<b>Instructional Area</b>	<b>Compliance</b>
<b>Performance Element</b>	<b>Understand government regulations pertaining to the finance industry to protect the company wellbeing.</b>
<b>Performance Indicators</b>	Explain federal legislation impacting the finance industry (e.g., Gramm-Leach-Bliley Act, Sarbanes-Oxley Act, Uniform Commercial Code, etc.) (SP) Discuss the effect of tax laws and regulations on financial transactions (SP)
<b>Instructional Area</b>	<b>Financial-Information Management</b>
<b>Performance Element</b>	<b>Acquire foundational knowledge of financial information analysis to aid in financial decision-making.</b>
<b>Performance Indicators</b>	Discuss the impact of economic conditions on finance (SP) Describe the impact of international events on finance (SP)
<b>Instructional Area</b>	<b>Knowledge Management</b>
<b>Performance Element</b>	<b>Acquire a foundational understanding of knowledge management to understand its nature and scope.</b>
<b>Performance Indicators</b>	Explain legal considerations for knowledge management (SP)
<b>Instructional Area</b>	<b>Marketing-Information Management</b>
<b>Performance Element</b>	<b>Acquire foundational knowledge of marketing-information management to understand its nature and scope.</b>
<b>Performance Indicators</b>	Describe the regulation of marketing-information management (IM:419) (SP)

<b>Instructional Area</b>	<b>Pricing</b>
<b>Performance Element</b>	<b>Develop a foundational knowledge of pricing to understand its role in marketing.</b>
<b>Performance Indicators</b>	Explain legal considerations for pricing (PI:017) (SP)
<b>Instructional Area</b>	<b>Product/Service Management</b>
<b>Performance Element</b>	<b>Apply quality assurances to enhance product/service offerings.</b>
<b>Performance Indicators</b>	Identify consumer protection provisions of appropriate agencies (PM:017, PP LAP 7) (SP)
<b>Instructional Area</b>	<b>Promotion</b>
<b>Performance Element</b>	<b>Acquire a foundational knowledge of promotion to understand its nature and scope.</b>
<b>Performance Indicators</b>	Describe the regulation of promotion (PR:101) (SP)
<b>Instructional Area</b>	<b>Risk Management</b>
<b>Performance Element</b>	<b>Acquire a foundational understanding of risk management to demonstrate knowledge of its nature and scope.</b>
<b>Performance Indicators</b>	Discuss legal considerations affecting risk management (MN)
<b>Performance Element</b>	<b>Use risk management techniques to plan for potentially damaging events.</b>
<b>Performance Indicators</b>	Discuss economic causes of business risks (e.g., inflation, interest rates, economic growth rates, etc.) (MN)
<b>Instructional Area</b>	<b>Selling</b>
<b>Performance Element</b>	<b>Acquire a foundational knowledge of selling to understand its nature and scope.</b>
<b>Performance Indicators</b>	Describe the nature of selling regulations (SE:108) (SP)



## **Appendix J**

### Guidance Counseling Guide

## **Appendix K**

### Student Brochures

## **Appendix L**

Promotional Flyers for High School Career Courses

## **Appendix M**

### Program of Study Posters